DOCUMENT RESUME

ED 368 962 CE 066 358

AUTHOR Swift, Doug; And Others
TITLE Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
INSTITUTION Alpha Connection, Albuquerque, NM.
SPONS AGENCY New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE Nov 93
NOTE 133p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Educational Facilities; *Educational Finance; *Educational Needs; Equipment; Expenditure per Student; *Program Costs; *Program Improvement; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS *New Mexico

ABSTRACT

A study was conducted to determine the costs of vocational education programs in excess of, or in addition to, the costs of "regular" education for grades 7-12 in New Mexico. Data were gathered through a literature review, a study of vocational education funding formulas of other states; a review of the data from the New Mexico Vocational-Technical Information System for 1991-92 and from vocational programs in the state; visits to exemplary vocational education in and out of state; and interaction with an advisory committee formed for the project. The study identified the following characteristics of high quality programs: (1) enthusiastic teachers; (2) a goal of education for a career; (3) individualized instruction; (4) mastery of specified competencies and high expectations; (5) involvement of business and industry; (6) student organizations; (7) involvement in competency events; (8) articulation between secondary and postsecondary programs; (9) integration of academic and vocational curriculum; (10) up-to-date equipment and computers; and (11) the presence of a local vocational director. Insufficient data were developed to determine a dollar amount for the additional cost of vocational education or a ratio of cost of vocational education to the cost of regular education, although the data pointed to supplies and materials, student organizations, space, and equipment as increasing the costs of vocational education. Recommendations were made to change the funding formula for vocational education, to request annual appropriations for equipment, to encourage shared skill development programs and vocational supervisors between school districts, to develop a comprehensive plan for vocational education, and to develop an accounting system to track funding to various types of programs. (The report's five appendixes list the validation committee and advisory committee members, provide the survey instrument and responses, and include U.S. Office of Education Codes. The report has 9 tables and contains 34 references.) (KC)

FUNDING VOCATIONAL EDUCATION

A Study to Enhance Employability Standards of Students in New Mexico

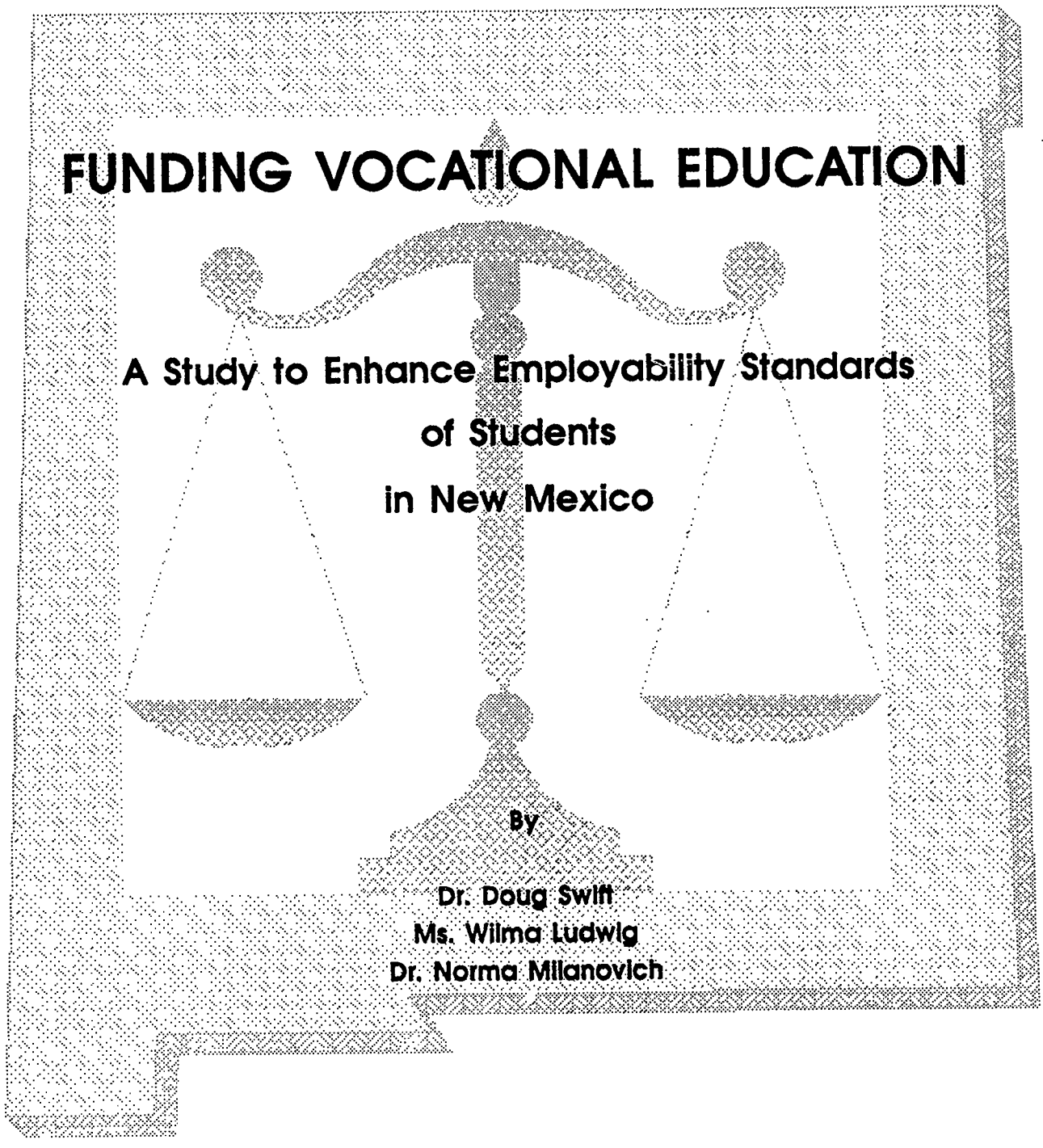
By

Dr. Doug Swift
Ms. Wilma Ludwig
Dr. Norma Milanovich

THE ALPHA CONNECTION
Mossman Center, Suite 204
7410 Montgomery Blvd. NE
Albuquerque, NM 87109-1574
Phone (505) 884-7146
FAX (505) 880-1623

November 1993

FUNDING VOCATIONAL EDUCATION

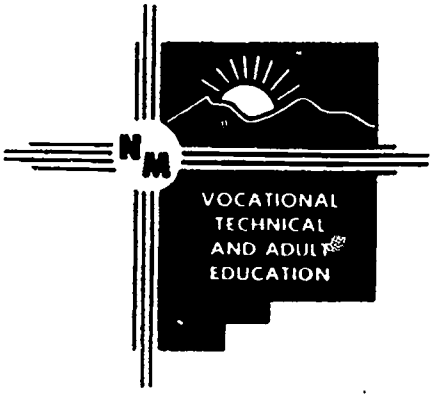


A Study to Enhance Employability Standards of Students in New Mexico

By

Dr. Doug Swift
Ms. Wilma Ludwig
Dr. Norma Milanovich

November 1993



DISCLAIMER

This study was conducted under contract with the Vocational-Technical and Adult Education Division of the State Department of Education. The contents of this report, however, are the sole responsibility of the authors and do not represent the position of the Vocational-Technical and Adult Education Division, the State Department of Education, or the State Board of Education.

DISCRIMINATION PROHIBITED

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or be so treated on the basis of sex under most educational programs or activities receiving federal assistance.

ACKNOWLEDGEMENTS

The assistance of the following persons is greatly acknowledged.

State Department of Education
- Al Zamora, Associate Superintendent for Learning Services
- Tom Trujillo, Director, Vocational-Technical and Adult Education Division
- Larry Suderman, Budget Analyst

Legislative Education Study Committee
- J. Placido Garcia, Jr., Director
- Bryan McOlash, Research Analyst

Validation Committee Members
- Carolyn Allen-Renteria, Superintendent, Estancia Public Schools
- Aaron Bell, Senior Policy Specialist, National Conference of State Legislatures
- Jan Dickson, Utah State Department of Education
- Robert Gevirtzman, President, Chamisa Associates
- Ron Helland, Superintendent, Aztec Municipal Schools
- Carroll "Bud" Hall, Director, Assessment and Evaluation, New Mexico State Department of Education
- Jack Jenkins, Associate Superintendent for Finance, Las Cruces Public Schools
- Virginia Owens, Director, Vocational-Technical Information System
- Fred Pomeroy, Superintendent, Roswell Independent Schools

Advisory Committee Members
- J. Placido Garcia, Jr., Director, Legislative Education Study Committee
- Bob Gevirtzman, President, Chamisa Associates
- Carroll "Bud" Hall, Director, Assessment and Evaluation, New Mexico State Department of Education
- Gary Hoachlander, MPR, Berkeley, California
- Linda Valencia Martinez, Executive Director, New Mexico Council for Vocational Education
- Bryan McOlash, Research Analyst, Legislative Education Study Committee
- Larry Muzingo, Assistant Superintendent of Secondary Education, Gallup-McKinley County Public Schools
- Virginia Owens, Director, Vocational-Technical Information System
- Fred Pomeroy, Superintendent, Roswell Independent Schools
- Richard Romero, Assistant Superintendent, Albuquerque Public Schools
- Mary Sanchez, Superintendent, Reserve Independent Schools
- Tom Trujillo, Director, New Mexico Vocational-Technical and Adult Education Division

State and National Contacts
- Charles Benson, Director, National Center for Research in Vocational Education (NCRVE)
- Patty Bond, Indiana Director of School Finance
- Ted Davis, Vocational Education, Arizona State Department of Education
- Jan Dickson, Utah State Department of Education
- Norton Grubb, Site Director, NCRVE University of California-Berkeley
- Gary Hoachlander, MPR, Berkeley, California
- Eddie Jeans, School Finance Unit, Alaska State Department of Education
- Rob Krebs, New Jersey School Finance
- Lannie Larson, Florida Director of Vocational Education

Mark E. Reid, Director, National Network for Curriculum in Integration and Tech Prep, University of California-Berkeley
Ellen Still, South Carolina Director of Research for the Senate Education Committee

Teachers in the programs visited in New Mexico
Gene Baca, "Tech Lab 2000," DeVargas Junior High School, Santa Fe
Carol Johanson, Nina Adkins, Betsy Stilson Betzen, Lydia Chavez-Ward, Nancy Hatfield, Sally McLaughlin, Maria Nordberg, and Ann Rubic, LPN, Career Enrichment Center, Albuquerque
Barbara Vigil Lowder, Business Education, Moriarty High School
Juanita Martinez-Jebbenema, Food Service, Dulce High School
Mike Morgan, Horticulture, Goddard High School, Roswell
Les Purcella, Agriculture Production, Goddard High School, Roswell
John Schmelze, Drafting, Santa Fe High School
Pam Valdez, Horticulture, Santa Fe High School
Randy Whicker, Auto Mechanics, Goddard High School, Roswell

Personnel in other states visited
Oklahoma:
Roy Peters, Jr, State Director
Linda Thompson, Tech Prep Coordinator
Pearl Brown, Les Tilley, Oklahoma Department of Vocational and Technical Education, Stillwater
Sue Godwin, Tech Prep Coordinator, Indian Capital Area Vo-Tech, Muskogee
Beverly Archer, Industrial Technology, Tulsa Public Schools
Alnoma E. Dinger, Craftsmanship 2000, Inc., Tulsa Chamber of Commerce
Phil Waul, Director, Central Area Vo-Tech, Drumright
Betty Boyd, State Representative, District 23, Oklahoma City

Utah:
Jan Dickson, Vocational Finance, Utah Department of Education, Salt Lake City
Paul Fawson, Vocational Director, Washington County School District, St. George
Vocational Director for Delta School District

EXECUTIVE SUMMARY

The purpose of this study was to determine the costs of vocational education programs in excess, or in addition to, the costs of "regular" education grades 7 through 12. The goal of the study was to develop a weighting factor (if appropriate) for vocational education to be considered by the second session of the 41st Legislature for reinstatement in the New Mexico public school funding formula.

Methodology included a review of the literature of educational program costs, particularly those addressing the costs of vocational education programs in relation to general education programs; a study of vocational education recognition in the funding formulas of other states; a review of the data from the New Mexico Vocational-Technical Information System (VTIS) for 1991-1992, the most recent year for which VTIS data were available; a survey of a sample of vocational programs in New Mexico using 1991-1992 data relating to costs as well as questions relating to perceptions about vocational education; visits to vocational programs in New Mexico that had been identified as exemplary and visits to two other states known for their vocational programs; and interaction with a validation and an advisory committee formed for this project.

Characteristics of quality programs, as observed in on-site visits in New Mexico and in Oklahoma and Utah, were enthusiastic teachers, a goal of education for a career, individualized instruction, mastery of specified competencies and high expectations, involvement of business and industry through advisory committees, student organizations, and involvement in competency events. Notable differences observed between the programs visited in New Mexico and those in Oklahoma and Utah were articulation between grades 7-12 and between secondary and postsecondary schools; up-to-date equipment; modular, self-paced, sequential exploratory programs leading to more specialization at the high school level; integration of academic and vocational offerings and extensive use of computers; and an emphasis on professional development. A major factor contributing to quality programs in Utah was the local vocational director, often serving more than one district.

Insufficient data were developed to determine a dollar amount of the additional cost of vocational education or a ratio of cost of vocational education to the cost of regular education. There was strong support for the following factors as contributors to the additional cost of vocational education: supplies and materials, student organizations, space, and equipment.

The following recommendations were made regarding vocational education in New Mexico:

1. Change the funding formula by reducing the factor for secondary students grades 7-12 from 1.25 to 1.20 and by inserting a vocational add-on factor of 0.8 per FTE in vocational skill development courses in approved programs and 0.4 per FTE in exploratory courses in approved programs.

2. Request annual appropriations for vocational equipment based on inventories against pre-identified lists of minimum equipment needed for quality

programs; distribute appropriations based on inventories and applications from school districts.

3. Encourage shared skill development programs and shared vocational supervisors between school districts.

4. Develop a comprehensive plan for vocational education.

5. Develop an expenditure account coding system that permits tracking by grade-level groups and specific programs/disciplines and identifies source of funds.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

Vocational education has come a long way since its inception in the early 1900s. Despite the recently improved data reporting systems initiated by the federal government and the use of several studies designed to measure the effectiveness of vocational education programs, a persistent question continues to remain: How much does vocational education cost? Subsidiary questions include:

* How much state and local money is spent for vocational education?
* What are the relative costs of different programs?
* What do federal vocational education funds buy? (Hoachlander, 1989).

Some additional questions include:

* Does vocational education cost more than general education, and if so, how much more?
* Is the cost of general education laboratory courses (e.g., chemistry, physics) commensurate with the cost of vocational education laboratory courses?

Most state education agencies (SEAs) can easily determine the allocation of federal dollars and the generation of state funds for vocational education, but the vast majority of local education agencies (LEAs) cannot report how this money is spent. Accounting systems that distinguish among sources (federal, state, local) and expenditures by object (salaries, benefits, supplies, and equipment) can generally distinguish between instruction and administration. But records of expenditures by instructional programs are not maintained (Hoachlander, 1989). If it is difficult to distinguish expenditures for "vocational education" from "general education," it is almost impossible to distinguish expenditures for "auto mechanics" from "agriculture production."

Although it is standard practice to account separately for federal funds, it is impossible to account for the "substitution effect" to determine what the federal vocational funds actually buy. For example, if federal funds are used to equip a computer lab, there is no way of knowing, absent the federal funds, whether the equipment would have been purchased with state and local funds (Hoachlander, 1989).

Given these problems, it is surprising that there appears to be little current interest, nationally or within the states, to determine the costs of vocational education. There is one notable exception. Mitchell, Benson, and Russell (1990) studied eight exemplary career-oriented high schools and one exemplary vocational program in a comprehensive high school. The schools were located in Chicago, Los Angeles, and New York City. As a part of their report, Chambers (1990) provided a comparative cost analysis of the schools in Chicago and New York City. In each case he matched the career-oriented school with an academic/comprehensive high school of similar size and in the same geographical area. Chambers compared costs of a "standard student program" in the academic/comprehensive high school with costs of a standard student program in the career-oriented high school.

Chambers found that the following factors all contributed to higher costs, per student, for the career-oriented high schools as compared with the academic/comprehensive high schools:

Course demand – Students in the career-oriented high schools took a larger course load requiring a larger number of teachers or extended-day contracts. The increase tended to be in courses related to the career orientation of the school.

Pupil-Teacher Ratio (PTR) – Class size in the courses related to the career orientation of the high schools was substantially lower than the class size in other classes in the same school and all classes in the academic/comprehensive school.

Supplies – The cost of supplies for students in the courses related to the career orientation of the school were substantially higher than for other classes in the same school and for classes in the academic/comprehensive school. While classroom courses required about half a dollar per student in supplies, laboratory courses ran from $1.08 for general science to $7.44 for chemistry. Career-related courses ranged from $6.72 for drafting to more than $30 for commercial art, welding, and machine tool.

Equipment – Although equipment is generally a capital outlay expenditure, these costs were included by Chambers to demonstrate the "true" cost of vocational courses. Using an average life of 12.3 years and a discount rate of 10%, annualized equipment costs for a regular classroom was $332. Laboratory courses, whether vocational or academic, ranged from $1,375 for business courses, $10,285 for chemistry, $14,283 for instrumental music, to $26,670 for auto mechanics.

Security – The high-cost equipment in the career-oriented high schools incurred night and weekend security costs not realized in the academic/comprehensive schools. On the other hand, daytime security costs were higher in the academic/comprehensive schools than in the career-oriented schools.

Custodial – Due to larger per-pupil space requirements in laboratory courses, custodial services cost more for the career-oriented schools than in the academic/comprehensive schools.

Construction – As with equipment, construction is usually a capital outlay expense, but must be considered as a part of the cost of vocational programs. Laboratory courses require more space per student than classroom courses. The annualized additional cost of the career-oriented schools was found to be $779 per student compared to $547 per student in the academic/comprehensive schools.

Conversely, Chambers found some costs in the career-oriented schools to be less than those in the academic/comprehensive schools. These included:

Administration – Administrative costs were substantially lower in the career-oriented schools than in the academic/comprehensive schools.

Instructional support – Counseling, guidance, social work, and library costs per student were lower in the career-oriented schools than in the academic/ comprehensive schools.

Perhaps surprisingly, there was no salary differential between the two types of schools. Although higher course demand and lower PTR in the career-oriented schools resulted in higher salary costs per student, the classroom-hour salaries paid to instructors in the career-oriented schools were essentially the same as those paid to instructors in the academic/comprehensive schools.

The View from the States

Illuminating as the Chambers (1990) report is, there is a dearth of studies relating the costs of vocational programs to costs of regular programs within high schools. Charles Benson, Director of the National Center for Research in Vocational Education, called it a "great unexplored territory." Benson stated that there are two major problems in determining costs: expenditures and the denominator. On the expenditure side, no state has sufficiently detailed accounting systems to permit allocation of costs. On the denominator side, there is no standard definition of "vocational student" to permit computation of cost per student enrolled in vocational education (personal communication, June 1993).

Contacts with Augenblick and Associates, the Education Commission of the States, the National Assessment of Vocational Education, and the National Council of State Legislatures revealed no knowledge of recent studies, nationally or within a state, regarding the cost of providing vocational education.

Contacts with a number of states that use a weighting system for vocational education in their funding formulas revealed one study conducted at the state level: the Tennessee School Finance Equity Study (1980). The relative costs of educational programs were studied in a sample of 28 school districts (of 148 school systems in the state). Included were seven specific vocational programs ranging from agriculture to "related T&I (other)." Based on a weight of 1.00 for regular education grades 4-6, relative cost indices for vocational programs ranged from 1.36 for related T&I (other) to 1.68 for trades and industrial. These indices compare with an index of 1.26 for grades 9-12. These indices reported in the study, however, are not the weights present in Tennessee's funding formula in 1990-91 as reported by Gold, Smith, Lawton, and Hyary (1992).

Public School Finance Programs of the United States and Canada 1990-91, compiled by Gold et al. (1992), contains a wealth of information regarding school finance in 49 states and 11 provinces. Included are the mechanisms for funding vocational education for those states that include vocational education in their funding formulas.

Recognition Alternatives

In a review of the vocational education recognition in funding mechanisms, the

compilation by Gold et al. (1992) reveals five mechanisms for recognizing vocational education within the operational funding formulas:

Add-on weighted pupils. Students in vocational programs generate units within the regular program; additional units, frequently on a full-time equivalent (FTE) basis, are generated by those same students enrolled in vocational education programs. This is the system that was used in New Mexico in the 1974 legislation. In 1990-91, eight states used this method for generating vocational education units.

Weighted pupils. Rather than an add-on, students in vocational programs are assigned a weight which is larger than the weight assigned to students in regular programs. Under such schemes, as in Florida, students generate "regular FTE" for weighting for the portion of the day spent in the regular program, and "vocational FTE" for the portion spent in vocational programs. Five states used this method for generating vocational education units.

Categorical funding. A vocational education appropriation is distributed to school districts on the basis of discretionary grants for "approved programs," reimbursement of "approved program costs," funds for program start up, funding of "excess costs," planning grants, equipment funds, and a variety of other categorical schemes. Some type of categorical funding was used in 20 states.

Guaranteed funding. Guaranteed funding was used in 3 states in addition to one of the weighted pupils methods. If a school district failed to generate some designated "floor" amount through the vocational education weights, a "guaranteed" amount was awarded to the district for vocational education programs.

No recognition of vocational education in the operational funding formula. Sixteen states have no recognition (Gold et al., 1992).

For this study, the first method, add-on weighted pupils was the only alternative considered as it is compatible with the current New Mexico funding formula. Weighted pupils requires a more sophisticated student accounting system than add-on weighted students. Categorical funding is antithetical to the philosophy of the current funding formula.

Add-On Pupil Weights

Within add-on weighting systems, however, there are a number of variations. As identified in the compilation by Gold et al., the variations consist of:

A single add-on weight for all vocational programs regardless of the excess cost of the individual program. This was the scheme used in New Jersey in 1990-91 with a .26 add-on weight and in Alaska with a .5 add-on weight.

A single add-on weight but only for certain high-cost programs. Arizona used such a system where an add-on of 0.071 was applied only to programs which cost at least 40% more than the regular program.

A variety of weights depending on the program. This scheme was used in Indiana with add-on weights ranging from .09 to .48.

Two or more levels of add-on weights with programs grouped by level depending on excess costs of the program. Until 1992, Alaska used a four-tiered system. In at least one state, the system has been modified to add incentives, as in Utah's three-level system, by assigning programs to be encouraged to a level higher than indicated strictly by "excess costs."

Capped weights. This scheme reduces distributions proportionately if the vocational education units generate more money than designated by the legislature. This system was in effect in Utah and was in effect in New Mexico during the 1974-75 school year.

Guaranteed funding. If a school district fails to generate some designated "floor" amount through the add-on weights, a "guaranteed" amount is awarded to the district for vocational education programs. Alaska has such a system in conjunction with add-on weights.

Vocational educators and school finance persons were contacted in a number of states that use weighted pupils or add-on weighted pupils in an attempt to determine when and how the weights were determined. When asked when the weights for vocational education were determined, all respondents reported it was before their time and they did not know. When asked how the weights were determined, some states responded that they were based on studies conducted some years ago, the "ideal situation," or they were "divined." The response of one state, "I haven't the foggiest idea," was similar to responses of other states. These responses supported what the few studies and national personnel reported, that there was a dearth of research and a need to conduct more investigations in this area.

State Examples

The responses from some of the states, however, were particularly illuminating.

Arizona. A single add-on factor of 0.071 is applied for each vocational student-hour in high-cost vocational programs -- programs that are 40% or more expensive than regular education. In addition, the SEA provides grants to local districts for "high demand" occupations and for programs related to entry-level skill preparation. It was reported that the 0.071 add-on weight per vocational student-hour was determined from a study conducted by the University of Northern Arizona. The study considered the additional costs of vocational programs in ideal situations rather than actual costs. For example, for an auto mechanics program, the study determined the amount of space needed, the equipment and tools required, and all the other additional costs of an ideal auto mechanics program. These additional costs were expressed, program by program, in relation to the costs of regular secondary education. For ideal programs that cost substantially more than general education,

the average additional cost was 0.071/student-hour. This figure was adopted for the high-cost programs (Ted Davis, Vocational Education, Arizona State Department of Education, personal communication, June 1993).

New Jersey. A factor of 0.26 per secondary student is added on to the basic secondary student weight of 1.33. According to Rob Krebs (New Jersey School Finance, personal communication, June, 1993), students enrolled in vocational programs less than half time receive half weight (0.13); more than half time receive full weight. In addition, there are provisions for state categorical grants of (a) up to $10,000 per school to match federal vocational funds, (b) for exploratory programs, transition to workforce programs, and occupational programs, and (c) matching for work-study students.

According to Krebs, a vocational education cost study based on the 1991-1992 school district budgets was conducted in New Jersey. The study, however, has not been approved for release.

Alaska. A four-tiered weighting system was adopted in Alaska in 1987 with add-on weights from 0.2 to 0.8 based on equipping and operating a vocational program for one school year. The components factored into the added cost formula were:

* Equipment replacement: 1/5 of the total equipment needed with a 5-year amortization;
* Equipment maintenance figured on all vocational equipment for one year;
* Student supplies for one class for one year;
* Instructional materials for one year; and
* Additional utilities at $.81/sq. foot (Governor's Council on Vocational and Career Education, 1990).

In 1992, however, the tiered weights were eliminated and a standard weight of 0.5 was instituted for all vocational programs as it was "easier to administer." The formula is applied by multiplying the vocational Average Daily Membership (ADM) x .5 x .05. As Alaska is a rural state, most school communities do not generate much add-on revenue and therefore qualify for the default vocational revenue of $60,000 per year. If a school community has a vocational program with at least one student enrolled, that community will get $60,000 for vocational education for the year (Eddie Jeans, School Finance Unit, Alaska State Department of Education, personal communication, June 1993).

Florida. A multilevel weighting system for vocational education was adopted in Florida in the early 1970s. Rather than an add-on weight, however, the weights are applied to the FTE ADM in vocational education as opposed to the weights applied to FTE ADM in the regular program. Florida tracks the expenditures for all programs and the system permits "reasonably accurate accounting for direct costs; indirect costs may get fuzzy." Based on the expenditure reports from the school districts, the weights for all programs, including vocational education, are recalculated each year and adjusted annually by the legislature in the school funding appropriation (Lannie Larson, Florida Director of Vocational Education, personal communication, June 1993). Thus the annual adjustments reflect "what is" rather than "what should be."

Utah. Prior to 1985, all vocational education students received 1.5 add-on WPUs (Weighted Pupil Units). Realizing that this amount was out of line, a trilevel approach was adopted in 1985. The SEA attempted to do a cost study in 10 of the 40 school districts to determine the appropriate weights for the three levels. All vocational education costs, however, were aggregated and the expenditures could not be disaggregated program by program. The SEA then resorted to a consensus approach among the district vocational education directors and vocational education personnel of the SEA. The weights agreed upon for the three levels were:

Level 1 - 0.46 WPU
Level 2 - 0.84 WPU
Level 3 - 1.42 WPU

Programs are placed at the various levels according to the perceived additional cost: low cost, medium cost, and high cost. These weights are generated by students in grades 9-12 on an FTE basis, but districts may spend the funds generated on vocational programs in grades 7-12. In addition, a low-cost program that the SEA wants schools to develop and implement may be placed at level 2 or 3 as an incentive for districts to conduct such a program.

There are a variety of additional weights for such items as overhead charges, for districts that have consolidated vocational education directorships, for tech centers, for consolidated programs within districts, and for summer agriculture programs. The result is that there are more units generated for vocational education than there is money available. Utah therefore caps the unit value for vocational education at less than the unit value for general education (Jan Dickson, Vocational Education Division, Utah State Department of Education, personal communication, June 1993).

Indiana. An Additional Pupil Count (APC) is provided for students in vocational education ranging from 0.09 to 0.48 depending on the program. The weights were determined "a hundred years ago" and haven't been changed since (Patty Bond, Indiana Director of School Finance, personal communication, June 1993).

South Carolina. Weights for vocational education in South Carolina were established in 1973 and the "weights haven't changed since" (Ellen Still, Director of Research for the Senate Education Committee, personal communication, June 1993). Still conducted a study of the weights in the formula in 1980, but "nothing ever came of it," was her remark.

California ROC/P Study

A cost-feasibility study (Hecht, 1990) of a sample of California Regional Occupation Centers and Programs (ROC/P) sites provided a mean range of cost per ADA (Average Daily Attendance) by course area ranging from $1145/ADA in cosmetology and barbering to $2572/ADA in quantity foods. The ROC/Ps are specialized centers and offer no comparison between these costs and those of "regular" education, but the figures indicate the large variation in costs among various vocational programs. This reinforces the inappropriateness of lumping vocational programs to determine additional costs.

Summary

The following points may be made based on the literature reviewed and vocational education recognition in the funding mechanisms of various states:

1. The additional cost of vocational education programs varies widely from a fraction of the cost of general education to more than double the cost of general education. A study of additional costs must be made on a program-by-program basis.

2. There are a variety of mechanisms for recognizing vocational education in the operational funding formulas. Of these, add-on pupil weights are most appropriate for New Mexico. They are compatible with the philosophy of the current funding formula and do not require a change in the pupil accounting system other than to maintain FTE data on students enrolled in vocational programs that qualify for formula recognition.

3. Possibilities for add-on pupil weights for New Mexico may include (a) a single add-on weight for all vocational programs, (b) a single add-on weight for certain high-cost programs, or (c) multilevel weights for different programs depending on additional costs of the programs.

4. Various incentives may or may not be built into a recognition scheme.

5. Recognition within the operational funding formula is not the only option possible for New Mexico. Grants for equipment and grants for development and implementation of vocational programs may be appropriate in place of or in conjunction with formula recognition.

6. The Chambers (1990) study indicates that laboratory courses, whether academic or vocational, cost more than classroom-based courses. Recognition of laboratory courses in state funding formulas may be more appropriate than recognition of vocational programs. In fact, this might be a concept for investigation in the future, whereby vocational education courses could be combined with all lab courses, requiring funding decisions to be made for all laboratory courses in general.

Historical Background

Inherent to this study is an understanding of the historical background related to the funding procedures and formulas for vocational education, at both the national and state levels. This section summarizes the steps and issues that contributed, in part, to the funding for vocational education at the national level, which ultimately affected vocational funding in New Mexico. The following explanation assists the reader in understanding why certain decisions were made in designing this study.

The Federal Perspective

The need for vocational education has been recognized at the national level since 1914, with the enactment of the Smith-Lever Act. Although vocational education has been supported in legislation for nearly a century, in the history of school finance, however, it is only recently that states have given special funding recognition to this area. New Mexico briefly recognized vocational education in its funding formula in 1974, but in 1976 joined a number of other states that provide no funding recognition for vocational education.

Traditionally, "the purpose of vocational education is to prepare people for work" (Lindman and Kurth, 1969, p. 124). From this relatively simple definition flows the current definition in federal legislation that a vocational education program in a school setting is a "sequence of courses or instruction in a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree" (34 CFR 400.4).

The need for vocational education in the public schools was first recognized at the federal level in 1914 with legislation that provided for cooperative extension programs in agriculture and home economics (J. O. Garcia, 1976). This action was an historical event, for it was the first time the federal government interfered in the affairs of education, an area, by its omission in the Constitution, that had been left as a province of the several states. Following this, the Smith-Hughes Act of 1917 provided federal funds for vocational education students below the college level (Lindman & Kurth, 1969). Since then, national interest in vocational education has been reaffirmed by a number of amendments to the Smith-Hughes Act, the Vocational Education Acts of 1963, 1968, and 1976, and more recently by the Carl Perkins Vocational and Applied Technology Act of 1990 and its amendments.

Prior to 1963, federal funds for vocational education were restricted to courses "designed to provide a specific set of skills for an existing vocation" (Lindman and Kurth, 1969, p. 140) and required local matching funds. The 1963 Vocational Education Act provided additional funds and broadened the purposes for which the funds could be used. The 1968 Vocational Education act, however, required states to identify the "excess costs" of vocational education with the excess costs payable with federal funds. These excess costs were generally attributable to two factors: (a) less-than-average class size, and (b) more-than-average supply and equipment requirements.

Thus, according to Lindman and Kurth (1969), if the vocational pupil-teacher ratio (PTR) is 20:1 and the average "general education" PTR is 25:1, the class size factor for vocational education is 25/20 or 1.25. Assuming the requirements for supplies and equipment to be 5 percent of the current expenses for general education and twice as much, or 10 percent, for vocational education, an additional vocational factor of .15 would be necessary. Thus a total vocational factor of 1.2 to 1.3 could be assumed.

Lindman and Kurth (1969) admitted this simplistic approach did not recognize other important factors such as some vocational classes (e.g., typing) can be relatively large, travel expenses can be substantial for instructors supervising students in co-op programs, or that supply costs in some programs (e.g., trades) can be substantially greater than twice the

supply costs for general education. Nevertheless, pending a detailed cost analysis, program by program, their simplistic approach indicated that as a gross estimate, vocational education programs may be expected to cost 20 to 30 percent more than general education of equivalent grade levels. Lindman and Kurth's conclusions continue to summarize the general consensus of opinion regarding the costs of vocational education today.

Although the federal interest in and support for vocational education has always been strong, gathering national and state data to support funding decisions has been and continues to be a challenge. Yet, states need data upon which to base decisions, especially decisions that affect millions of taxpayers' dollars. Early on, some gross enrollment reports were required by the Smith-Hughes Act. Then, more detailed reports were required by the Vocational Education Acts of 1963 and 1968. Although data were required from all states, federal guidelines directing the effort were loosely defined. As a result, there was little uniformity across the states and Congress complained of the lack of reliable data (Hoachlander, 1989).

To try and rectify the situation, in 1970, Congress established Project Baseline, a joint effort of the National Advisory Council on Vocational Education and the U. S. Office of Education, to develop a "...more complete and more reliable national picture of...vocational education" (Hoachlander, 1989, p.2). After five years of effort, "enrollment data still fluctuated wildly from year to year and follow-up data was (sic) either unavailable or on such small response rates that the data was (sic) useless" (p. 2). Project Baseline staff found good reasons for the inconsistent and lacking data, but they could not correct them. In 1976 the data collection efforts were terminated.

With the 1976 amendments to the Vocational Education Act, Congress directed the National Center for Education Statistics (NCES) to develop and operate a Vocational Education Data System (VEDS). After two years of design effort, VEDS began collecting data in 1978. In five years, by 1983, "the realization was growing that the latest attempt to improve vocational education data had failed" (Hoachlander, 1989, p. 3). The three major problems were lack of comparability among the states, year-to-year variability, and within-state discrepancies (Hoachlander, 1989). VEDS was terminated in 1984.

Determined to conquer the problem, the Carl D. Perkins Vocational Education Act of 1984 made still another attempt to develop "a national vocational education data reporting and accounting system using uniform definitions" (Hoachlander, 1989, p.5). This data collection mandate was different from VEDS in one important aspect: except for reports of handicapped students, NCES was to complete biennial surveys rather than produce an annual census (Hoachlander, 1989). This approach was more successful than previous attempts and it used existing studies as well as conducted its own longitudinal studies. Among the existing studies were the *National Longitudinal Study of the Senior Class of 1972* (NLS-72), *High School and Beyond*, the *National Education Longitudinal Study of 1988* (NELS-88), the analyses of the National Assessment of Vocational Education (NAVE), and the National Assessment of Educational Progress (NAEP).

According to Hoachlander (1989), this action produced results. "Much of what Congress requested...is now available in more useful, accurate, and consistent forms than

ever before" (p. 7). However, some problems still remained. Three critical areas were highlighted in his report:

1. Information gaps -- State and local expenditure data specifically for vocational education are virtually absent, there is no current information on facilities, and sample sizes inhibit regional and state-by-state comparisons;

2. Timing -- Existing surveys do not always coincide with reauthorizations of federal law for vocational education; and

3. Lack of coordination among various federal departments -- Education, Labor, Commerce, and Defense all have data collection efforts with inevitable inconsistencies.

These problems are inherent in the systems today and directly affect the quality of data that can be obtained in current studies.

State Support of Public Education

In the founding days of the country, education was a local matter. State interest in public school funding evolved during the nineteenth century, but "formulated plans of school finance were nonexistent" and a "conceptual theoretical base of school finance was...lacking" (J. O Garcia, 1976, p. 23). Cubberly (1905), as cited by Garcia, was the first to enunciate principles of equalization and educational need. Following Cubberly's lead, a number of school finance proposals evolved, notably the Strayer-Haig (1923) "minimum foundation" plan, Updegraph's (1922) "percentage equalizing grants," Mort's (1924) "weighted-pupil" concept. Morrison's (1930) "full state funding," Coons, Clune, and Sugarman's (1970) "power equalizing," and Cohn's (1972) "guaranteed valuation" plan.

Funded through the Elementary and Secondary Education Act of 1965 and a number of sponsoring states, the massive National Education Finance Project (NEFP) was undertaken in 1968. It was the first comprehensive national study of school finance undertaken since 1933 (Johns, Alexander, and Jordan, 1971). The NEFP's purpose was "to identify educational needs and cost differentials of diverse programs that may be introduced into model systems of school finance" (Alexander, 1969, p. 218). The project was guided by the emerging principles of equalization, emerging definitions of educational opportunity and educational need, the concept of excess costs, and a growing number of court cases charging deprivation of constitutional rights through inequitable distribution of state school funds.

Early on, the NEFP determined that equitable distribution of school funds could be obtained only through a clear definition of educational need based on the specific needs of target populations from early childhood through regular elementary and secondary students, exceptional (gifted and handicapped) students, culturally handicapped students, and others (Alexander, 1969).

Although the federal government strongly supported vocational education, Americans began to hold vocational education in low esteem. The 1968 legislation was orchestrated

with good intent on the part of Congress but with little vision as to what the consequences of targeting special populations would ultimately have on the image of vocational education. Many of the blue-collar immigrants believed that schooling would enable their children to become white collar workers in the professions, and considered vocational education, with these new categories and stereotypes, to be for other children, not their own (Lindman and Berchin, 1971). As a result, most states had little or no recognition of vocational education in their funding formulas. Indeed, most states had little or no recognition of educational need (in general) in their funding formulas. Although some states were moving toward equalization of tax burdens and educational opportunities, these opportunities were measured in terms of money rather than programs. It took the NEFP to bring educational programs into the finance picture. Vocational education programs were among those that received attention.

In their NEFP research of the costs of vocational education programs, Lindman and Berchin (1971) considered both direct costs (administration of the program, instruction -- salaries, textbooks, supplies, and other expenses -- and repair and replacement of instructional equipment) and indirect costs. The indirect costs were figured only as a percentage of the direct costs based on actual expenditures within the state or school districts. Their research indicated that the excess costs of vocational education ranged from 0.6 to 0.9 more than the costs of "regular" secondary programs.

In determining excess costs, however, Lindman and Berchin (1971) "lumped" all vocational programs within a school district. There was no differentiation made between the costs associated with business occupations, technologies, trades, or health occupation programs, for example. This was in sharp contrast to the NEFP studies of the costs of programs for exceptional students where the costs of programs for the gifted and for nine specific handicapping conditions ranging from educable mentally retarded through visually handicapped and emotionally disturbed to the multiple handicapped were studied (Rossmiller, 1971).

In the final report of the NEFP, a weighted pupil technique was used wherein unit cost differentials (or indices) were applied based on the students' educational needs. The NEFP studies concluded that elementary education, grades 1-6, were the least expensive, and were assigned a cost differential of 1.0. Relative to this cost, other programs were assigned cost differentials ranging from 1.2 for grades 7-9, 1.8 for vocational education, to 3.25 for educational programs for the physically handicapped (*Alternative Programs for Financing Education, 1971*).

Public School Finance in New Mexico

Prior to statehood, education in New Mexico was sponsored primarily by religious sects, supported by tuition and private contributions. Educational opportunities accrued almost exclusively to children of the wealthy. The 1891 Territorial Legislative Assembly enacted a code of school laws that established funds for the support of common schools. The meager funds were collected and distributed on the local level (J. O. Garcia, 1976).

The permanent school fund was created in 1912 by the original Constitution of the State of New Mexico, with funds generated from the sale of federal land grants, sales of certain lands, and certain unspecified gifts. Only the interest from this fund could be used for support of the public schools (J. O. Garcia, 1976). The fund continues to this day.

The state constitution also created the Current School Fund. Revenue for the Current School Fund accrues from a variety of sources including fines and forfeitures, rental of school lands, and income from the Permanent School Fund. Funds were distributed from the Current School Fund primarily on the census of all unmarried persons between the ages of 5 and 21 (J. O. Garcia, 1976).

The 1923 legislature enacted a law which permitted local taxation for public schools of no more than 23.5 mills; this was reduced to 9.95 mills in 1933. Since 9.95 mills was entirely inadequate, a 1934 special session of the legislature enacted a two percent gross receipts "privilege tax" for the benefit of the public schools. A public school "equalization fund" was created in 1933, amended in 1934, 1937, and 1939. In 1941 all earmarked funds were directed into the equalization fund. Funds were disbursed first to transportation (up to 20% of the equalization fund); then to the counties on the basis of ADA with high school students given a weight factor of 1.75 (J. O. Garcia, 1976).

A substantially revised distribution plan of 1962 was replaced with the Greer formula in 1963. The Greer formula used 28 intervals to weight the ADM as the basis for distributing school funds. The Greer formula was replaced in 1969 by the staffing formula wherein school funds were distributed on the basis of staff positions to which a school district was entitled as determined by formula (J. O. Garcia, 1976).

A study conducted by a committee cochaired by the Chief of Public School Finance and the Superintendent of Public Instruction resulted in enactment of a funding formula, based on the NEFP prototype model, in 1974. In his dissertation, Huxel (1973) provided the ability to use the NEFP model by converting the NEFP model to a New Mexico computer model which enabled the study committee, legislative committees, and the legislature to ask "what if" questions.

Lacking specific New Mexico data, the "cost differentials" were adopted from the NEFP studies with some simplifying variations. Students in grades 4-6 were assigned a base weight of 1.0. Other cost differentials were assigned as shown in Table 1.

As an add-on factor, vocational education was thus afforded a weight of 2.20 in relation to the base of 1.0 for grades 4-6. This was considerably in excess of the 1.8 recommended in the NEFP prototype model.

The Legislative School Study Committee (LSSC), sponsor of the 1974 funding formula, agreed with the Legislative Finance Committee (LFC) that there would be no changes in the funding formula until studies of the new distribution formula were completed. These studies were done by the Garcias (J. O., 1976; J. P., 1976) based on the 1974-1975 school year, the first year under the new formula.

Table 1. New Mexico Cost Differentials, 1974

Early childhood	1.10
Grades 1-3	1.10
Grades 4-6	1.00
Grades 7-9	1.20
Grades 10-12	1.40
Special Education	
A/B	20 units/classroom
C	1.9
D	3.8
Bilingual Education	0.5 (add on)
Vocational Education	0.8 (add on)

Source: J. O. Garcia, 1976; J. P. Garcia, 1976.

In studying the cost of vocational education, J. O. Garcia (1976) generally followed the procedures of Lindman and Berchin (1971) in computing direct costs and lumped all vocational education programs together. Garcia found that the add-on cost differential ranged from a low of 0.05 to a high of 1.84. Surprisingly, smaller school districts (fewer than 200 students) where the PTR is low in both regular and vocational programs, experienced both very low add-on cost differentials (.09) and relatively high add-on differentials (1.45). Economies of scale were apparent, however, for the range in cost differentials in districts of more than 4001 students ranged from 0.09 to 0.66. The statewide average add-on cost differential was 0.51; Garcia recommended that the add-on be changed from the 0.8 in the 1974 formula to 0.5.

The results of the Garcias' studies (J. O., 1976; J. P. 1976) formed the basis for the LSSC's recommendations to the 1976 legislature. The Chief of Public School Finance, however, recommended that only the bilingual and vocational cost differentials needed adjusting. The House bill, based on the Garcias' studies, was heavily amended in the Senate, removing the special program recognition from funding formula. The House failed to concur in the Senate amendments and the bill died on adjournment (Pogrow and Swift, 1977).

Failure of the bill was one of a number of reasons for the Governor to call a special session. In a compromise bill introduced into the special session, separate weights for most programs were retained, some with small adjustments, but weights for vocational education programs were dropped from the formula. In dropping the vocational education weights, the factor for grades 10-12, for which J. P. Garcia recommended a weight of 1.20, was increased to 1.25. The additional .05 weight generated approximately the same amount of money as the 0.5 add-on recommended for vocational education, but it was distributed to all districts with grades 7-12 without regard to vocational education (Pogrow and Swift, 1977).

From the viewpoint of vocational education, there appears to be two adverse effects from the loss of the vocational factor in the funding formula. First is program approval. In the 1974 legislation, a student was required to be in a vocational program approved by the State Department of Education (SDE) in order to generate the full-time equivalent (FTE) add-

on weight. With the loss of the factor and its requirement that students must be enrolled in approved vocational programs, the SDE lost support in demanding and assuring a wide selection of quality vocational programs within the school districts.

Second, the loss of the funding factor created a perception that there was a decrease in emphasis on vocational education throughout New Mexico. There is no question that there has been decreased emphasis on and participation in vocational education, but the cause is not necessarily only the loss of the funding factor. *A Nation At Risk* (National Commission on Excellence in Education, 1983) emphasized academic skills and the need to "return to basics," totally ignoring vocational education. Partly in response to *A Nation at Risk*, many states, including New Mexico, increased the number of units in specified subjects necessary for graduation, thereby decreasing the opportunities for electives, including vocational education courses.

In data collected by the Vocational Education Division of the New Mexico Department of Education, the period from 1982-83 to 1990-91 shows a dramatic decrease in vocational education at the secondary level. With a notable exception of exploratory agriculture, all vocational programs have decreased substantially in number of teachers, number of classes, and number of participating students, as shown in Table 2.

Table 2. Percent Change in Vocational Education Indicators 1982-83 to 1990-91

Program		Teachers	Classes	Students
Agriculture	Exp	213%	317%	410%
	Skill	-43%	-38%	-31%
Business/Marketing	Exp	-22%	-15%	-15%
	Skill	-19%	-19%	1%
Health Occupations	Skill	-71%	-64%	-58%
Home Economics	Exp	-18%	-16%	- 9%
	Skill	-21%	-29%	-18%
Industrial Technology	Exp	-29%	-33%	-33%
Trades & Industry	Skill	-36%	-13%	- 3%
Totals	Exp	-21%	-19%	-17%
	Skill	-34%	-25%	-12%

Source: New Mexico State Department of Education, Vocational-Technical and Adult Education Division.

New Mexico's problem is not unique to this state as enrollments in vocational education have declined nationally. This situation has been cited as an area of growing concern by many educators and government officials, especially at a time when our work force is perceived as one that is falling behind the competition of other countries.

National and state efforts, however, are beginning to remedy this situation. The 1990 Carl D. Perkins Vocational and Applied Technology Act (Perkins II) represented a major shift in federal policy regarding vocational education. For the first time, emphasis was placed on academic as well as occupational skills and the Act was directed toward "all segments of the population." Perkins II emphasizes

* integration of academic and vocational education;

* articulation between segments of education engaged in workforce preparation epitomized by Tech Prep; and

* closer linkages between school and work (*The Changing Role of Vocational-Technical Education*, 1993)

President Clinton's proposed school-to-work transition legislation and the new, successful tech prep programs, designed around the "2+2" program plan, are just two of the many efforts presently gaining force. In addition, each of the subject-matter areas within vocational education at both secondary and postsecondary levels are demonstrating leadership in creating applied academic education concepts in the instructional programs -- a concept sorely needed to assist Americans to apply and use higher-order thinking skills. Indeed, these emerging ideas and programs may be what will save our workforce and ultimately our economy.

From time to time, suggestions have been made to reinstate recognition of vocational education in the New Mexico funding formula. No serious attempt has been made, however, to study the costs involved that would provide the basis for such a recommendation. The lack of interest may be due, in part, to a draft report by Baca (1985) of vocational education expenditures, 1981-1984, which indicated that vocational education, per contact hour, costs less, not more, than regular education. Although his methodology was not explained, his data showed a remarkable trend:

> In 1981-82, all districts except those over 20,000 ADM, spent more [proportionately] on vocational programs than on regular education.
>
> In 1982-83, all districts with fewer than 5000 ADM spent more [proportionately] on vocational education than regular education; districts with more than 5000 ADM spent less.
>
> In 1983-84, only the smallest districts (under 500 ADM) spent [proportionately] more on vocational education; all other districts spent less.

The decreasing trend may be attributable to a number of factors. Retiring or leaving vocational teachers may have been replaced with newer teachers drawing a lower salary or

not being replaced. A change in accounting systems may have resulted in expenditures not specifically identified with vocational education. The indicated decrease in expenditures for vocational programs could also reflect a conscious reduction in vocational programs on the part of school districts. Without a clear understanding of his methodology, it is difficult to evaluate the accuracy of the data. Assuming the data are reported correctly, then one may conclude that 1982 was the beginning of a period that initiated a disturbing trend affecting a vital part of our educational system, which ultimately translates to a problem of over 10 years in duration that needs to be studied and remedied.

Purpose of the Study

The purpose of this study was to determine the costs of vocational education programs in excess, or in addition to, the costs of "regular" education in grades 7 through 12. The goal of the study was to develop a weighting factor (if appropriate) for vocational education to be considered by the second session of the 41st Legislature for reinstatement in the public school funding formula. The study was warranted by a number of reasons:

1. Recognition of vocational education in the funding formula may provide an incentive to school districts to provide more vocational programs in their high schools.

2. A requirement that students must be in approved programs in order to generate vocational FTE may provide the SDE with the support it needs to encourage programs of high quality.

3. The federal interest in vocational education as enunciated in the Carl Perkins Vocational and Applied Technology Act would be reflected in state policy with appropriate fiscal support.

4. Interest in vocational and technical education would increase as national interest has focused on developing a more competitive workforce. New instructional approaches using state-of-the-art equipment are required. School/business partnerships and co-op programs are being developed in an attempt to improve occupational education in the face of limited resources (Jordan and Lyons, 1992).

It is understood, however, that the possibility of reinstatement of a vocational factor through legislative action may be small for a number of reasons:

The additional .05 generated by all students in grades 7-12, in lieu of a vocational education factor causes money to flow to a district without regard to "approved" vocational programs.

Additional money may not be appropriated to fund a reinstated vocational factor. The pot is only so big; it may be necessary to offset additional vocational units by other adjustments to the formula factors, or the unit value must be decreased accordingly.

Although districts that emphasize vocational education may gain, districts that do not, may lose. As with any such adjustments, the "gainers" will be pitted against the "losers."

Limitations

In reviewing the literature and in discussions with vocational educators and school finance persons in New Mexico and throughout the country, a number of problems were identified that limited the effectiveness of the study.

Definitions

Vocational Education Program. Ideally, a vocational education program for purposes of the study would be defined as stated in the regulations for the Carl Perkins Act, a "sequence of courses or instruction in a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree" (34 CFR 400.4). This definition, however, does not match the data reported under the New Mexico Vocational-Technical Information System (VTIS) which is based on U. S. Office of Education (USOE) codes. Some of these six-digit codes define what might be considered "programs," (e.g., welding); other codes define specific courses (e.g., Accounting II) that may be combined with other courses to make up a "program."

Vocational Student. In line with the 34 CFR 400.4 definition of a program, a vocational student should be defined as one who is enrolled in a "sequence of courses or instruction in a sequence or aggregation of occupational competencies...directly related to the preparation of individuals for paid or unpaid employment...." At the postsecondary level, students in occupational courses declare a "major" which then defines them as vocational student. At the secondary level, however, no such declaration is made. A student who takes a course in home economics in the 9th grade may not be "identified" as a vocational student until a number of home economics courses have been completed. At what point does such a student become a "vocational" student?

Accounting System

The accounting system for New Mexico public schools does not permit identification of expenditures by either specific or general program. Except for the accounting required for the VTIS system, school districts are not required to account for expenditures for a course called Dental Assistant Theory I or a Dental Assistant Program just as they are not required to account for expenditures for a course in the short story or the English curriculum in general.

Where program expenditure data are maintained, they may not be appropriately allocated to specific programs. For example, supplies and materials for computer laboratories are relatively expensive. In a computer lab, serving six periods of classes from mathematics to accounting to word processing, all supplies and materials expenditures may be allocated to

the class that uses the lab first period. Very high supplies and materials costs accrue to that program while "zero" costs are allocated for supplies and materials for the other programs that use the lab.

Although revenue sources and expenditures from these sources are carefully identified, it is impossible to account for the "substitution effect." If federal funds, for example, are used for a certain expenditure, it is impossible to determine whether or not the expenditure would have been made if the federal funds were not available. Thus although federal and local funds are scrupulously identified, they are effectively commingled.

Because of the inadequacy of the accounting system for this study, the cost data provided in the responses to the survey instrument may be more estimates than actual expenditures. The accuracy with which estimates are made may greatly effect the accuracy of the results. In addition, the "substitution effect" may color the results.

VTIS Data

New Mexico established a Vocational-Technical Information System (VTIS) in order to comply with the requirements of VEDS. Although VEDS was terminated in 1984, VTIS data continues to be gathered. Data on enrollment and expenditures are available, teacher by teacher, program by program, school by school, throughout the state. Programs are specified by six-digit U. S. Office of Education (USOE) Code Number and are considered either exploratory or skill development.

As detailed as the information is, it is insufficient to determine the additional costs of vocational education:

* there are no comparable enrollment or expenditures data for general education; and

* the sources of the funds are not identified.

For example, one of the excess costs relates to the generally lower pupil-teacher ratio (PTR) found in vocational programs. Although the VTIS data provides PTR information for vocational programs, similar data are lacking for general education.

In another example, equipment costs are specified in the VTIS data, but equipment is often purchased with capital outlay funds rather than operational funds. If the purpose of a vocational factor in the funding formula is to recognize the additional operational costs of vocational education, then the equipment purchased only with operational funds should be considered as additional costs. When equipment costs are reported to VTIS, it is not known whether these include only operational costs, capital outlay costs, or expenditures from federal funds.

Finally, the VTIS data do not cover all of the additional costs that could accrue. For example, *Educational Standards for New Mexico Schools* (1990) require that vocational programs have organizational activities (such as FFA, FHA, VICA, etc.) for the students, and district

and/or programmatic advisory committees. Costs associated with the organizations and advisory committees are lacking from the VTIS data.

Grade Level

The study was restricted to the secondary level, nominally grades 7 through 12. It is not uncommon, however, to offer exploratory courses at the middle school level which generally includes grade 6. Grade levels of students in vocational programs are not reported; thus additional costs of vocational programs may include costs for students below the secondary level.

"What Is" Vs. "What Should Be"

Any study of expenditures reports "what is." Unless there is some control for quality, a study of expenditures cannot address the additional cost of "what should be" for exemplary programs. Visits were made to programs considered to be exemplary in New Mexico schools and to two states considered to have exemplary vocational programs. Resources did not permit a study of the costs associated with these programs either in isolation or in relation to the costs of general education programs.

Delimitations

In nearly all studies there exist limitations imposed on the process which can affect the data and results. Listed below is the one delimitation, imposed by the consultants, considered to have the greatest impact on the study.

Funding Alternatives

There are a variety of ways that additional costs of vocational education are recognized in state funding formulas including add-on weighted students, weighted students, and categorical funding. These are sometimes modified by capping the weights or the funding generated by the weights and by guaranteeing some minimum level of funding. The alternative considered in this study for vocational education recognition in the New Mexico funding formula was confined to add-on weighted students. This is the alternative most compatible with the current funding formula, and was the method used in the formula in 1974-1976 when vocational education cost differentials were included in the formula.

Generalizability

This study is directly applicable to the educational system of New Mexico, but has limited generalizability to other states. The identification of program areas that contribute to the additional costs of vocational education programs beyond those of general education are generalizable, the specific results are not. The costs identified are those that pertain to New

Mexico and there was no control for program quality. Caution is advised when applying the results of this study to other states.

Definitions

The following definitions are used in this study:

Vocational education program -- a course or group of courses that are keyed to a distinct six-digit code in the *USOE Codes for Secondary Vocational-Technical Programs* (1992). These include both "exploratory" and "skill development" courses.

Vocational student -- a student enrolled in a vocational education program as defined above.

CHAPTER TWO

METHODOLOGY

CHAPTER TWO

METHODOLOGY

The purpose of this study was to obtain data that would indicate the additional cost of vocational education programs over general education programs in grades 7 through 12. Although the Vocational-Technical Information System (VTIS) data contained a great deal of information useful to this study, there were some data that were lacking or incomplete. This dictated that a survey be designed to obtain data not reported to VTIS and to validate some of the data that had been reported.

The survey and the VTIS data, however, could reveal only "what is;" the data could not address the question of "what should be." In an attempt to obtain a sense of what should be, visits were made to vocational programs within New Mexico that had been identified as exemplary and to two other states considered to have quality vocational educational programs in the public schools.

From the literature and from the manner in which vocational education is recognized in some states' funding formulas, there is a large variation in the additional cost of vocational education programs. For this reason, survey data were collected and the survey and VTIS data were studied on a program-by-program basis. This approach avoided the shortcomings in the Lindman and Berchin (1971) and J. O. Garcia (1976) studies which combined all vocational programs together in their cost analyses.

VTIS Data

The VTIS collects data from all secondary and postsecondary vocational programs throughout the state. There are two VTIS data collection instruments: enrollment and expenditure. Only the data collected on the expenditure form is of interest to this study. On the expenditure form, each secondary vocational teacher reports the following information for each vocational education class that he or she teaches:

Name of course and USOE code number
Whether the course is exploratory, skill development, or co-op
Number of periods the class meets
Enrollment
Teacher salary and benefits
Extended contract
Annual expenditures for supplies
Annual expenditures for equipment
Annual expenditures for teacher travel (in and out of district)
Annual "other" expenditures

From these data, a variety of reports are generated which include reports for individual programs in individual districts, aggregates for programs by cohort size, and statewide aggregates. Information in the reports include pupil-teacher ratio (PTR), average teachers' salaries and benefits, average annual expenditures for supplies, three-year average

expenditures for equipment, average annual expenditures for teacher travel, and average annual "other" expenditures. These reports for are generated for individual programs (USOE codes), groups of programs (usually grouped by the first two digits of the USOE code), and for exploratory, skill development, and co-op programs.

Most equipment for vocational programs has a relatively long life expectancy. In an attempt to capture annualized costs of equipment for the various programs, a three-year average is calculated and reported rather than the annual expenditures as reported for other categories.

The secondary school VTIS includes data for more than 1100 vocational programs in 82 of the 88 school districts in New Mexico for the school (and fiscal) year 1991-92. This is the latest year for which complete VTIS data were available.

Some deficiencies existed in the data required for this study. These deficiencies included:

1. PTR for general education. A major identified cost differential for vocational education is generally a smaller PTR in vocational courses than in regular education courses. Although VTIS data generates vocational program PTR, PTR for regular education is not included.

2. Not all additional vocational cost centers are identified and reported. These include, for example, the cost of student organizations and the additional costs of utilities and facility maintenance.

3. The source of funding is not identified and there is a suspicion that expenditures from different funds are reported by different schools. For example, one school may report only local operational funds for a particular cost center; another district may report expenditures from operational and capital outlay funds.

4. The accounting system that the SDE requires of the school districts does not permit allocation of expenditures by program. Vocational instructors are therefore required to maintain separate records for VTIS reports; these records may or may not be accurate.

5. Costs may not be allocated across programs that use common facilities. For example, as mentioned in Chapter 1, supplies and materials for a computer laboratory may be allocated to the class that uses the lab first period. Very high supplies and materials costs accrue to that program while "zero" costs are allocated for supplies and materials for the other programs that use the lab.

The importance of the VTIS data to this study cannot be overemphasized. The data provided the starting point for the study and provided invaluable information without which the study would have consumed far more time and resources. The data lacking in the VTIS system, however, required that a survey of a sample of the vocational programs in New Mexico be conducted.

Survey of New Mexico Vocational Education Programs

Time and resources did not permit a survey of the population of more than 1100 vocational programs in the state. A survey of a sample of the programs was necessary. The ideal sample would have been a sample of exemplary programs. As mentioned in Chapter 1, a study of expenditures reveals only "what is," not "what should be." An ideal study of the cost of quality vocational education programs would be modeled after the NEFP study of programs for exceptional students. Experts in education of the exceptional student were asked to nominate states and districts within those states that provided exemplary programs for exceptional students. A sample of 27 districts in five states was selected. In each state, an attempt was made to include districts of varying size and varying social, economic, and demographic characteristics (Rossmiller, 1971).

Program-by-program cost data were obtained on each special education program in the sample districts. Cost data were reduced to per-pupil costs and compared with the base-line data of per-pupil costs of regular education programs of equivalent grade levels in the district. This comparison yielded cost differentials for programs for gifted students, programs for students with nine identified exceptionalities, and programs for hospital/ homebound students (Rossmiller, 1971).

Time and money precluded such a study of the additional cost of vocational education. The "what is" approach to a study of expenditures was selected using the existing VTIS data and a survey of a sample of programs throughout the state. This "what is" approach was tempered by visits to exemplary programs in districts in the state and by visits to other states.

The sample to be surveyed was selected in the following manner. Each of the 82 districts reporting vocational programs in 1991-92 was to report at least one and no more than 6 vocational programs. (Only Albuquerque was asked to report on six programs; no more than four were requested from other districts). Each distinct, six-digit USOE code course/program was to be reported by at least one district and preferably two or three districts (some USOE codes were unique to one district, however). This resulted in a sample of 233 programs (21% of the program population) in 82 school districts representing 64 distinct USOE codes.

The Cost Problem in New Mexico

The problems that exist in determining vocational education costs at the national level are readily apparent in New Mexico. Through the funding formula, it is easy to determine how funds are generated for the local school districts. It is even possible to tell, given the history of the 1974 add-on factor for vocational education, how much money is generated by the 0.05 "weight" for vocational education within the amount generated by the 1.25 factor for secondary students grades 7-12. Federal funds for vocational education are separately accounted for at the state and local level. Capitol outlay funds from both state and local sources are readily identified. As a result, most revenue is easily accounted for. One exception is activity funds that may have a substantial bearing on certain vocational education activities. Activity funds are those raised from vending machine revenues and

various student fund-raising activities. Although these funds are carefully accounted for, the use of these funds for specific activities may or may not be included in the data reported to VTIS.

The problems of accounting for expenditures for vocational education programs were discussed in Chapter 1.

A confounding situation is the question of what revenue sources should be considered. If the purpose of the study is to obtain cost data to be used for a factor in the operational funding formula, then data regarding use of only operational funds should be collected. But expenditures from federal and capital outlay funds also contribute to the additional cost of vocational education. They, too, should be considered, but perhaps discussed separately from the operational funds used for vocational education.

The Survey Instrument

From the literature, the factors which may contribute to additional cost of vocational education were identified as follows:

- Pupil-teacher ratio
- Extended contracts
- Use of instructional assistants
- Work experience (co-op, supervised work experience, On-the-job training, etc.)
- Supplies and materials
- Student organizations
- Advisory committees
- Maintenance of equipment
- Space (which impacts utilities and facility maintenance)
- Equipment
- Supervisory personnel
- Professional development

The above factors were incorporated into a two-part instrument. Part I referred to the specific vocational program identified by USOE code. One copy of Part I was to be sent to each district for each program for which the district was to report on. Part II contained questions relating to district functions including district advisory committees, supervisory personnel, and professional development. Part II also included questions relating to perceptions of vocational education and the concept of reinstating add-on weights for vocational education in the funding formula. One copy of Part II was to be sent to each of the 82 districts offering vocational education programs.

A validation committee composed of vocational educators and administrators within New Mexico and outside the state was selected. The purpose of the study and the perceived problems to be encountered were discussed by phone with all potential members of the

committee. A committee of 17 members plus four ex-officio members was identified. Parts I and II of the initial questionnaire and instructions were distributed to the members of the committee for comment.

Ten members responded with very helpful comments. The names of the members of the validation committee who participated in the validation are contained in Appendix A.

The questionnaire and instructions were revised based on the comments from the members of the validation committee. The resulting survey instrument was distributed to the 82 school districts. Included with the survey instrument and instructions was a letter from the Superintendent of Public Instruction stressing the importance of the study and urging superintendents to complete the form and return it promptly. The letter from the Superintendent of Public Instruction and the survey instrument are found in Appendix B.

Part I of the survey included information that was included in the VTIS data for 1991-92. This data included the number of students enrolled in the program, the number of classes for these students, and the resulting PTR for the program; the number of teachers on extended contracts for the program; the cost of supplies and materials for the program; and the three-year average cost of equipment for the program. This information was inserted in the appropriate places in Part I of the survey instrument prior to sending them to the districts. There were two reasons for supplying these data to the districts: (a) to let the districts know that data already available was being used in the study; and (b) to give the districts an opportunity to validate the information that had been supplied to VTIS. Respondents were asked to provide data for 1991-92 to correlate with the latest complete VTIS data available.

In studies involving use of previously unused questionnaires, it is appropriate to conduct a pilot study to test the efficacy of the instrument in collecting the desired data. Due to time constraints, this step was omitted from this study.

Visits to Programs in New Mexico

Identification of programs to be visited within New Mexico paralleled the NEFP procedure for identifying exemplary programs for exceptional students. Exemplary vocational programs were identified by personnel in the Vocational-Technical and Adult Education Division of the State Department of Education. From these lists, programs in districts representing varying district sizes and geographic locations were selected for visits. Large, medium, and small size districts were represented as were rural, rural isolated, and metropolitan areas. The selection of schools reflected ethnic populations within the state and selection of programs reflected participation of special populations.

Highlights in New Mexico programs were Technology 2000 as a feeder program, a career center, a full inclusion occupational program, a production and sales program, and high placement.

The districts and programs selected for visits were:

Albuquerque	
Career Enrichment Center	Licensed Practical Nurse
Dulce	
Dulce High School	Food Service
Moriarty	
Moriarty High School	Business Education
Roswell	
Goddard High School	Agriculture Production Horticulture Auto Mechanics
Santa Fe	
Santa Fe High School	Horticulture Drafting
DeVargas Junior High	"Tech Lab 2000"

The purpose of the program visits was to determine what makes a quality vocational education program and attempt to correlate, however objectively, to the costs of vocational education as revealed in the literature and in the cost survey of New Mexico vocational programs.

The visits followed a structured interview approach with open-ended questions. Questions asked of the instructors were:

1. What are the characteristics of the program that make it a quality program?
2. What are the personal characteristics of the teacher such as talent for teaching, respect from students, expectations of students, and general feeling about students?
3. What is the direction of the program? What guides the program in this direction?
4. Is there a budget for the program? How is the budget developed? Who has control over expenditures?
5. Are there additional sources of funding? What are they?
6. Does the program have an advisory committee? How does the committee assist and support the program?
7. Is there a student organization associated with the program? What are the activities of the organization?

8. How would you describe the support for the program from other teachers? From the administration? From business and industry?

The responses to these questions were collated for the various programs visited and appear in Chapter 3.

Visits to Other States

In order to include perceptions of quality vocational education in other states in this study, visits were arranged in other states. A number of states were considered, all of which have reputations for quality vocational education. Due to limited travel funds in the project budget, travel was limited to nearby states. The states selected were Oklahoma, long recognized as a leader in vocational education; and Utah, which has sophisticated add-on weights for vocational education in its funding formula and which is known for its innovation in vocational education.

Highlights in Oklahoma programs were Principles of Technology taught in a feeder high school and at the Area Vocational Technical School; articulation agreements between secondary and postsecondary institutions; a nationally recognized metro apprenticeship program; and Technology Education at the junior/mid school level.

Highlights in Utah programs were a sequenced series of career programs; Technology, Life, and Careers; Industrial and Agriculture Technology; and Applied Technical Education; cooperative agreements assuring nonduplication between secondary and postsecondary programs; and career development personnel. Financing was program oriented with bonus and incentive factors.

Advisory Committee

Early in the project, an advisory committee was formed. The advisory committee included vocational educators and administrators within and outside of New Mexico. The project and its progress were discussed from time to time by phone and in person with various members of the committee. The committee members are identified in Appendix C.

Following review of the VTIS data, return of many of the survey forms, and visits to many of the selected New Mexico vocational programs, a meeting was held with selected members of the advisory committee. The purpose of the meeting was to review progress of the study to date, present the preliminary findings, and to elicit advice and recommendations from the committee members. Due to limited travel funds, the selected group was limited to those in New Mexico. Those who attended are identified in the list in Appendix C.

At the request of the meeting attendees, a copy of the draft of the final report was sent to each attendee for review prior to completing the final report of the study.

Summary

The methodology employed in this study included a review of the pertinent literature, a study of vocation recognition in funding formulas in other states, study of the New Mexico Vocational-Technical Information System data, study of the results of a survey instrument, and visits to exemplary programs in New Mexico and to two states considered to have quality vocational education programs. The survey sample included 82 districts (all of the districts reporting vocational programs in 1991-1992) and 233 programs (21% of the programs reported in 1991-1992).

CHAPTER THREE

RESULTS

CHAPTER THREE

RESULTS

The purpose of this study was to determine the excess, or more correctly, the additional costs of vocational education as a basis for possible reinstatement of vocational factor recognition in the funding formula. These additional costs were to be determined in relation to the costs of a regular education program, grades 7 through 12.

Methodology included a review of the literature of educational program costs, particularly those addressing the costs of vocational education programs in relation to a general education program; a study of vocational education recognition in the funding formulas in other states; a review of the data from the New Mexico Vocational-Technical Information System (VTIS) for 1991-92, the most recent year for which complete VTIS data were available; a survey of a sample of vocational programs in New Mexico using 1991-92 data relating to costs as well as questions relating to perceptions about vocational education; visits to vocational programs in New Mexico that had been identified as exemplary; visits to two other states known for their vocational programs; and interaction with an advisory committee formed for this project.

The results of these efforts are contained in this chapter. The responses to the survey are contained in Appendix D. The USOE codes are contained in Appendix E.

VTIS Data and Survey Results

The VTIS data included enrollment and expenditure data on 1146 vocational programs in New Mexico. These programs were offered in 82 districts. Of the USOE codes, 42 distinct exploratory programs/courses were offered; 35 skill development. There were 65,091 students enrolled in the exploratory programs/courses; 13,392 in skill development.

There is a definite correlation between district size and the number of skill development courses offered in the districts:

Six districts offered no vocational courses/programs.

Eighteen districts offered no skill development program/course and offered from 2 to 14 exploratory programs/courses. These districts were mostly small with ADM ≤ 2,500. One district that offered no skill development program/course had 5,001 ≤ ADM ≥ 10,000, and this district offered only 4 exploratory programs/courses.

Eighteen districts offered only one skill development program/course and offered from 6 to 14 exploratory programs/courses. These districts were also small with ADM ≤ 2,500. One district in this category, however, had 5,001 ≤ ADM ≥ 10,000, but offered 14 exploratory programs/courses.

Seventeen districts offered 2 or 3 skill development programs/courses and offered from 6 to 26 exploratory programs/courses. These districts were also mostly small

with ADM ≤ 2,500, but one district offering 3 skill development programs/courses had an ADM ≥ 15,000. This district offered 26 exploratory courses.

Seventeen districts offered 4 or 5 skill development programs/courses with from 1 to 19 exploratory programs/courses. These districts mostly had 1,001 ≤ ADM ≥ 10,000, but three districts offering 4 or 5 skill development programs/courses had ADM ≤ 1000.

Three districts offered 6 or 7 skill development programs/courses with from 19 to 20 exploratory programs/courses. All three districts had 5,001 ≤ ADM ≥ 10,000.

Nine districts offered 8 to 16 skill development programs/courses with from 10 to 29 exploratory programs/courses. All these districts had ADM ≥ 5,001.

Survey instruments were sent to superintendents of the 82 school districts in the state reporting vocational programs in 1991-92, requesting information on 233 programs (21% of the program populations). As shown in Table 3, responses were received from 43 districts (52% of the districts to which the survey was sent). This represented 115 programs (49% of those requested).

Table 3. Surveys Sent and Received

	Surveys Sent	Responses Received	Percent
Districts	82	43	52%
Programs	233	115	49%

Pupil-Teacher Ratio

The pupil-teacher ratio (PTR) for general education, grades 7-12, was compared with the PTR for vocational education. If, for example, the PTR in general education was 25:1 (25 pupils to 1 teacher) and the PTR for vocational education was 20:1, then the ratio of these PTRs was computed to be 25/20 = 1.25. It is this ratio of general education PTR to vocational education PTR that is reported in this subsection.

Exploratory. The ratio of general education PTR to the PTR for exploratory vocational programs (58 programs reporting) was:

Range: 0.38 to 4.76
Average: 1.10

There was no discernible trend or pattern based on program or district size.

Skill Development. For skill development programs other than trades and agriculture (25 programs reporting) the PTR ratios were:

Range: 0.38 to 3.33
Average: 1.20

There was no discernible trend or pattern based on program or district size.

Agriculture programs (4 programs reporting) tended to have PTR ratios in excess of 1.00:

Agriculture PTR Range: 0.85 to 1.67
Agriculture PTR Average: 1.32

Many of the trades programs tended to have PTR ratios in excess of 1.00 as shown in Table 4 (1 or 2 programs reporting in each of the following areas).

Table 4. Ratio of General Education PTR to Vocational PTR for Representative Trades Programs

Program	Range	Average
Auto Body	1.82 to 2.00	1.91
Auto Mechanics	1.19 to 1.43	1.31
Building Trades	0.36 to 1.75	1.08
Machine Trades	0.95	0.95
Welding	1.28 to 2.63	1.98

The average PTR ratio for the above programs is 1.44

On the other hand, some programs in the trades area had PTR ratios substantially less than 1.00 (1 program each reporting):

Cosmetology PTR Ratio: 0.91
T&I (other): 0.63
ICT:* 0.31

*Industrial Cooperative Training

Extended Contracts

Exploratory. Eight exploratory programs reported extended contracts. Based on the length (day or year) of the contract for the general education instructors, the ratio of the

extended contract to the regular contract for the eight programs had the following statistics:

Range:	1.02 to 1.27
Average:	1.10

Skill Development. Sixteen programs reported extended contracts for skill development programs. Again, based on the contract length for the regular instructors, the ratio of the extended contract to the regular contract for the 16 programs had the following statistics:

Range:	1.03 to 1.22
Average:	1.09

For both exploratory and skill development, the higher ratios (>1.2) were in agriculture programs. Of the 24 programs reporting extended contracts, 22 were for an extended year and 2 were for extended days.

Instructional Assistants

Two districts reported the use of instructional assistants. They were employed (generally half-time) in seven programs:

Exploratory: business, industrial technology, home economics
Skill Development: home economics, auto body, machine trades

Work Experience

Work experience was a part of 17 programs reported. Two were exploratory, 15 were skill development. Of these, six reported incurred costs to the school district. The costs ranged from $300 to $5,000 with most programs near the lower end of the range.

Supplies and Materials

The per-pupil cost of supplies and materials are shown in Table 5 (115 programs reporting).

Table 5. Per-Pupil Cost for Supplies and Materials

	General Education	Vocational Education
Range	$0.51 to $144.00	$0.00 to $161.41
Average	$51.29	$27.34

Thus the average per-pupil cost of supplies and materials for vocational programs as reported is less than the average per-pupil cost of supplies and materials reported for general education.

Student Organizations

Student organizations were reported to be a part of 50 programs. Thirty-four of these programs incurred costs with a range of $225 to $16,000 per program. The source of funds for the student organizations was reported for 34 programs:

11 Operational funds
11 Other funds (including activity funds and student-raised funds)
12 Mix of operational and other funds

Advisory Committees

Advisory committees were reported for 82 programs. Of these, however, only 3 programs reported incurred costs ranging from $100 to $1,000. In addition, 24 districts reported that they had district vocational advisory committees; only 2 reported incurred costs. These reported costs were $50 and $1,200.

Maintenance of Equipment

Data for computing relative costs for maintenance of equipment for general education and for vocational programs were reported by 35 districts and 67 programs. Per-pupil costs are shown in Table 6.

Table 6. Per-Pupil Cost of Maintenance of Equipment

	Range	Average
General Education	$0.13 to $108.59	$34.77
Vocational Education	$0.00 to $1818.93	$68.54

Three of the vocational programs, however, had very high per-pupil expenditures for maintenance of equipment. Dropping these three programs reduces the average equipment maintenance costs to $29.96

Computer-based programs, primarily in business, have equipment maintenance costs much higher than other programs. For 10 computer-based programs reporting:

Range: $17.91 to $1,818.93 per pupil
Average: $522.53 per pupil

Space

On average, vocational education laboratories occupy more space than standard classrooms. Expressed as a ratio of space occupied by the vocational programs to standard classrooms:

Range: 0.39 to 7.61 standard classroom spaces
Average: 1.86 standard classrooms

The programs that generally occupy substantially more than a standard classroom space are:

Agriculture
Home Economics
Industrial Technology
Trades and Industry

Equipment

Thirty-six districts reported data for which comparative calculations for equipment costs between general education and vocational education could be made. These represented 69 programs. The three-year average per-pupil expenditures for equipment are shown in Table 7.

Table 7. Three-Year Average Per-Pupil Expenditure for Equipment

	Range	Average
General Education	$0 to $205	$61
Additional Cost of Vocational Education	($197) to $317	($14)

As shown in Table 7, the average cost of equipment for vocational programs was $14 less than for general education. There was no pattern of equipment expenditure based on district size or program.

The source of funds for equipment were reported for 52 programs:

26 local operational funds
0 federal funds
6 capital outlay funds
7 other (unspecified)
13 mix of local, capital outlay, and/or other

Supervisory Personnel

Ten districts reported assignment of supervisory personnel specifically to vocational education:

Each of 5 of the smallest districts (less than 500 ADM) reported 1.00 FTE vocational supervisory personnel

Each of 5 larger districts (ADM >5000) reported from 0.50 to 3.00 FTE vocational supervisory personnel

Professional Development

Thirteen districts reported professional development costs for vocational education teachers in excess of professional development costs for general education with a range of $54 to $6,000 per teacher.

Perceptions of Respondents

Respondents were asked to compare the *quality, number,* and *variety* of vocational education programs today with 12 years ago. The results from 39 respondents are tabulated in Table 8.

Table 8. Perceptions of the Quality, Number, and Variety of Vocational Programs Compared With 12 Years Ago

Quality	**Much Worse** 2	**Worse** 3	**Same** 7	**Better** 17	**Much Better** 10
Number	**Much Fewer** 3	**Fewer** 12	**Same** 13	**More** 7	**Much More** 4
Variety	**Much Less** 2	**Less** 10	**Same** 11	**More** 13	**Much More** 3

Thus the respondents considered the *quality* of vocational education programs to be somewhat better than 12 years ago, the *number* of vocational programs somewhat fewer, and the *variety* about the same.

One of the perceptual questions was, "If a vocational education factor was reinstated in the New Mexico funding formula, do you believe that vocational education would receive more emphasis than at present in your school district?" Of 38 respondents to this question:

33 Yes 5 No

The final perceptual question was, "Do you support the concept of reinstating one or more vocational education weighting factors?" Of 39 respondents to this question:

30 Yes 6 Not sure 3 No

Respondents were asked to share their rationale for the response to the final question. Two who responded "No," 3 who were "Not Sure," and a number of those who responded "Yes" expressed concern for the relative funding levels. If the vocational weights were added without additional appropriation, it would "take away" from the funding of "regular" students which was not considered to be acceptable. "Per-pupil funding needs to be increased first" was a common expression.

Visits to Vocational Programs in New Mexico

On-site visits to 9 specific vocational-technical programs and interviews with the respective instructors produced many commonalities in response to the survey questions regarding the quality of the programs. With the exception of two, programs visited were traditional skill development with a goal of employment or advanced education. The majority of teachers were experienced both in teaching and in the occupational area being taught. They were flexible, adapted easily to change and expressed a desire to see their program work.

When asked to enumerate those characteristics which they believed contributed to the quality of their program, they cited support by the administration, an active vocational student organization, a curriculum modified to accommodate the individual student, mutual respect between teacher and student, expecting maximum student performance, and liking and caring about students.

Other characteristics identified by one or more teachers: they were teachers who had a willingness to work long hours; had a sense of humor; were innovative, creative, resourceful, and enterprising; modeled expectations; participated with a school team; and were members of a faculty where the school philosophy supported vocational education. Interviewers recognized a sense of excitement and enthusiasm in these teachers as they talked of their programs.

Some programs were the result of new directions, others were quality programs when the present instructors were hired, and others seemed to be continually changing because of

the teachers' alertness to new and challenging ideas. Teachers were asked if their programs had received any kind of recognition and if such recognition had impacted the program. All responded that the program had received recognition through student competency event awards, national accreditation, or because it was a pilot program. As a result of this recognition, students felt pride and worked to uphold the program's reputation.

Traditionally, goals and objectives have been considered a critical indicator for success as well as a yardstick against which to measure that success. The goal of each program as identified by the instructor was employment or advanced education. In addition, many instructors mentioned leadership, citizenship, and other life skills. Curriculum objectives from a commercial or locally developed source were present in each program, are changed yearly with input from advisory committees and are based on new technology. Assessment of goals and objectives was predominantly through informal visits with graduates, performance in state/national competency events, state tests that were required by an examining board, portfolios, and mastery of pre-identified competencies.

Involvement with business and industry through advisory committees, field visits, and informal conversations with employers was considered by the instructors to be essential for keeping their programs at a quality level.

Vocational student organizations were frequently named as a key factor in having a quality program. Skills in leadership, employability, public speaking, and citizenship were considered important in preparing a student for employment or further education. Competency events, whether a part of the organization or a separate activity encouraged by the instructor, were also believed to be critical in helping students recognize the value of top performance, building self-esteem, and "getting hooked" on doing their best.

A series of questions were asked about the program budget, its development and its adequacy for supplies, equipment, and equipment maintenance. While the instructors did not equate their program quality with limited funds, it was evident that creativity, personal time, and resourcefulness were the bases for maintaining their level of materials, equipment, and maintenance. Most instructors were involved in the development of their budgets. Often vocational instructors meet as a team and employ consensus in decision making.

Supplies/materials and student travel are not adequately funded resulting in administration contributions, business/industry donations, lab fees, car washes, and multiple, community-wide sales and raffles. In those programs using computer technology, software and computer paper were major areas of deficiency. In describing their creative ideas, it was evident that considerable instructor time is spent seeking and implementing activities to provide adequate supplies and materials so that students can have the kind of program experience deemed important to achieving program competencies.

Equipment was the major weakness in program quality. Equipment which should be current, if not state-of-the-art, was not only old or used, but frequently not available in the program. Where current equipment was present, there was usually only one piece of equipment available. Only one program had all equipment required to meet program objectives; it had been purchased in full from a local district bond issue. Some programs are adequately equipped for traditional skill development, but not for changes due to technology.

Well-used equipment showed signs of needing replacement. Observing most of the labs in these programs identified as "quality" gives the impression that time has stood still since the 1980s.

Students being prepared for the age of technology cannot get the experiences required by business and industry. Equipment to produce basic data for analysis and problem solving is not available in the programs. Computers are not available in adequate numbers even where the computer is the basis for the program. When available, computers do not accommodate the latest version of software; memory is insufficient, modems have no dedicated telephone line. Instructors say they use their own resources to maintain or repair a piece. "We make do with what we have," even cannibalizing old equipment to create one operational piece.

One-half of the instructors interviewed volunteered the importance of professional development to keep them abreast of the changes in education and within their specific content areas. Opportunities through inservice training, courses required for licensure renewal, and new training requirements for industry certification were indicated as means of improving program quality.

Visits to Other States

Oklahoma

The visit to Oklahoma was to observe a composite of programs on the cutting edge of vocational-technical education. Programs highlighted were Technology Education, High Schools That Work, Principles of Technology, and a nationally recognized metro apprenticeship program, Craftsmanship 2000.

The Oklahoma Department of Vocational and Technical Education has been recognized as a leader in vocational-technical education for more than 25 years. Policy is set by the Board for Vocational and Technical Education which is separate from the State Board of Education although the State Superintendent is involved with both boards. State staff, including corrections program instructional staff and regional representatives, number in excess of 300. Professional development activities and participation in professional organizations are given high priority and recognition. Instructional materials and public information are developed by the state agency.

Indian Capital Vo-Tech, Muskogee Campus, was a site demonstrating sequencing of "education for a career" programs from junior high school through postsecondary education. Technology Education, a series of individualized modules leading to career awareness, was offered at the Junior/Mid School adjacent to Fort Gibson High School, a feeder high school to Indian Capital Vo-Tech. Principles of Technology, the applied academics program taught at Fort Gibson, enrolled students in applied physics and applied math courses taught at the feeder high school. Programs on the Vo-Tech campus in industrial electronics and air conditioning and refrigeration are articulated with the applied academics courses. Office

occupations on the Vo-Tech campus was highlighted as one of 7 programs having an articulation agreement with 3 Oklahoma colleges giving credit toward an associate degree.

Tulsa SE Campus is the site of the Craftsmanship 2000 Apprenticeship Program which has as its goal the preparation of metal-working graduates over a 48-consecutive-month period. Students participate in this technical program from 8:00 a.m. to 5:00 p.m. receiving all academic courses (English, communications and composition, history and government, physics, applied math, geometry, statistical process control, materials management, introduction to microcomputers, word processing, spreadsheet calculations, introduction to DOS, organizational behavior, etc.) as an integral part of the program.

The metro apprenticeship program was initiated by representatives of major Tulsa industries employing machinists in cooperation with the Tulsa Chamber of Commerce, the local school district, and the state Department of Vocational-Technical Education. Following a fact-finding visit to Germany by representatives of these organizations to observe apprenticeship in action, industry representatives met with educators to define the competencies required for a graduate to be successfully employed. As a result, the program is highly individualized, defines course terminal objectives, and specifies knowledge-learning requirements and skill-learning requirements which require verification by the industry. The first year places the student as an apprentice on the job for 380 hours; the in-plant participation gradually increases to 920 hours in the fourth year.

Central Area Vo-Tech, Drumright, is served by 3 public school districts and articulates programs with Oklahoma State University. Tech Prep is the focus for organizing student learning experiences around broad occupational structures, strengthening the content, and changing the delivery methodology of academic and workplace literacy skills people must master to be successful in the emerging workplace. Career Centers at the 3 high schools are supported by Tech Prep funding to enable students to assess their interests, find occupations which suit them, complete a career planner, and initiate a portfolio which links high school and vocational programs to postsecondary education and a future occupation.

Central Area Vo-Tech has successfully demonstrated the vocational program sequence by providing the applied academic programs of math, science, and communication on their campus. Instructors with the academic background work with vocational instructors to develop instructional strategies which includes academic theory within the vocational-technical content. Teaching at a tutoring level occurs within the resource room; however, because of successful pilot efforts, there is a growing demand for the introduction to theory to be taught by the academic instructor to the entire class in the vocational classroom/lab. The enthusiasm acquired by the academic instructors as they recognized how the various theories were a part of technical learning was given as one reason why they have been so successful.

Traditional exploratory vocational education courses such as agriculture, home economics, business, and industrial arts continue to be taught at the local high school. Once a program is identified as an occupational program with a limited enrollment and high equipment costs, the program is operated at the area vocational-technical school.

The goal for vocational-technical education, as established by the Oklahoma Department of Vocational-Technical Education, is "to prepare students for a career." State and department reorganization is underway to support this goal. Local districts are being encouraged to reorganize programs to promote academic and vocational integration, to provide career planning with parental input, and to support planning time for teacher teams. The focus is to be student oriented and each school is to develop a vision statement. The national programs High Schools That Work and Tech Prep, when established at the local level, are funded from federal vocational education funds. The districts that were visited pointed out programs that presently had articulation agreements in place with the local institutions of higher education. Although too new to determine the impact, postsecondary instructors believe that the trend to establish a sequential program, to integrate academic and vocational education, to apply the academics, and to stress concentration in a broad area is making a difference in the level of readiness demonstrated by their current students.

Visits with teachers and administrators provided an opportunity to obtain individual opinions of the characteristics of a quality program. Those characteristics were identified as an active student organization, administrative leadership and support, a program which is nationally certified, and program reputation/graduate success. Instructors stated they had both industry experience and teaching experience, had a talent for teaching, had high expectations, and above all, liked students.

Supporting the state goal of "education for a career," employment or further education was the personal goal of each individual instructor. Instruction was competency based and the instructor's expectation was mastery of competencies.

Advisory committees were involved with each school and assisted instructors in determining program competencies. A key incentive of one school was for all advisory committees to meet on the same night and be guests of the school at a catered dinner prepared by a prominent chef. Minutes of each committee meeting are provided to the administration for review and any action needed.

Student vocational organizations were a strong component of Oklahoma programs. Award recognition was evident in the schools. Participation at the local, state, and national levels is expected and supported. The administrations' belief is that student involvement develops self-esteem, an ability to interact with others, a recognition of service to the community, and a confidence in expressing oneself.

Vocational-technical facilities were indicative of present industry standards. Equipment was current; supplies and materials adequate. Computers and computerized equipment adequate to meet program objectives were present in all programs. Oklahoma law calls for a 5 mill levy for operational purposes with a state guarantee. An additional incentive of 5 mills can be levied when approved by the voters, and a second additional 5 mills is allowed for building purposes, when approved by the voters. Presently, the incentive levy must be voted upon annually; however, the legislature is expected to pass a law allowing for the vote to be continuous until the opposite action is desired.

The priority for professional development at the state level continues to be recognized at the local level. State staff provide leadership and inservice training opportunities to local

instructional and administrative personnel. Reimbursement is provided to local personnel participating in these activities including attendance at the annual vocational conference. In addition, vocational teachers are funded $2,000 for an additional week before and after the regular school contract.

Utah

Utah was selected because programs supported by the Department of Applied Technology Education (recent name change from Vocational Education) were innovative, focused, and the funding was not only based on the number of students, but was also program-oriented with bonus and incentive factors. The state has similarities to New Mexico, especially in the rural, isolated districts. Utah has 40 districts within 9 regions. With the exception of the Salt Lake City area bounded on the north by Ogden and the south by Provo, districts are small. Highlights of the Utah programs were a sequenced series of career programs beginning with Technology and Life Careers, Industrial and Agriculture Technology, and Applied Technical Education; cooperative agreements assuring non-duplication between secondary and postsecondary programs; and career development personnel. The district identified by the Utah Department as a good example of a quality program was the Washington County School District in St. George. The Delta District, which demonstrated exceptional programs in the integration of academic and vocational education, was also visited.

St. George, in the southwest corner of Utah, is the largest community in the Washington County School District. Dixie High School, the largest of the 6 district high schools, and Dixie Community College were visited. The district employs a vocational director who also serves a second, much-smaller district. The vocational director operates under the philosophy that "*whatever is educationally desirable is administratively possible.*" The programs visited proved that this philosophy was practiced. The director's position is supported, in part, through a program component factor in the disbursement of funds.

To promote vocational education as a sequential program, a Tech Prep Executive Committee composed of the community college president, academic vice president, vocational dean, the public school district superintendent, director of instruction, and vocational director meets quarterly. Under their leadership, cooperative agreements have been developed for articulated programs to include enrollment of high school students in programs at the community college, community college students in programs at the high school, high school and/or community college tuition, appropriate credit, and early registration. To date, 12 programs are under cooperative agreements.

The goal of vocational education within the district is education for a career. The district program design is based on workforce needs and student needs. Beginning in grades 7-9, the program focus is on exploration of occupations and careers through a program called Technology, Life and Careers (TLC). All students are required to take each of the three, semester-length cluster programs: Industrial Arts/Agriculture; Health Occupations/Home Economics; and Business Education/Marketing Education. Course content is modular, individualized, and is designed for exploration and to develop an awareness of the knowledge and various skills required for careers in these areas.

A one-year course is required at grade 9 on Critical Workplace Skills, Job Finding and Job Keeping Skills. This 9-module course was designed to offer applied, on-the-job learning experiences in response to employer requests for better qualified entry-level employees. This two-phase course prepares individuals, age 16 and older, to bridge the transition from school to occupations in business and industry. It is also an approved curriculum for apprenticeship training.

Continuing the sequence of career-based education programs, an exploratory Industrial and Agricultural Technology program is offered to 9th-grade students which includes communications, construction, mechanical, manufacturing, and agricultural science. The entire program is hands-on, competency-based, self-paced, and occupationally oriented and may be continued at advanced levels in grades 10-12.

Occupational skills development begins at grade 10 and may be completed in total within the high school, in part at the community college, or in an apprenticeable trade on the job when the student reaches age 16. The district believes that having initiated the apprenticeship program, it can provide more students entry to a career path. Anyone employed on a part-time basis in one of the 830 approved apprenticeship occupations can be registered with the Bureau of Apprenticeship to earn credit for the hours spent at work and for the vocational courses taken at a local high school. This opportunity allows a larger number of students to obtain employment skills in a greater variety of careers while the school provides limited opportunities in those areas of greater workforce need and student interest.

Placement personnel have been employed to assist students in identifying career interests and, when applicable, employment interests. Job search specialists from the Department of Labor were employed as placement officers by the local district because of their knowledge of state employment procedures and information systems. This coordinated effort between government agencies is supported by Perkins vocational education funding.

Delta School District was visited enroute from St. George to Salt Lake City. This district of 700 students, together with the adjacent district of Fillmore, established an Applied Technology Center (area vocational-technical school). The structure, which was heavily funded by a local electric power plant, was established within blocks of the Delta High School, but 85 miles from Fillmore. The result is that the Center enrolls only a few Fillmore students. The ATC offers programs in business, cabinetmaking, welding, machine tool, and cosmetology plus serves as a site location for receiving programs transmitted from the university.

The concept of a sequential program begins at the Delta Mid School where applied science, math, and communications are taught. Computers are available for each student and are networked so that once a student completes the assignment for the class, work can be done on any other class assignment.

Instructors and administrators believed quality programs are highly influenced by participation in competency events of local, state, and national vocational leadership organizations, by high expectations for mastery of a competency, by teacher enthusiasm, by

administrative leadership and support, and, individualized instruction. Teachers are creative, had a practical knowledge of the content area, and cared about students.

Advisory committees are active in providing information on industry skills needs and in identifying job opportunities. Districts in turn are responsive in providing needed programs or instruction within an on-going program.

Student organizations were considered a vital part of a quality program and expenses for participation in national contests are supported by a state set-aside. A percentage (1%) for vocational leadership organizations was withheld at the state level to provide reimbursement to those advisors of and students eligible for participation in national competency events. The participation of students in competency events was recognized in the various programs. The development of self-confidence, exposure to the broader community, the experience of being successful, and the application of school experiences to the world of work were believed to be positive outcomes for participating students.

The program budget was designed by the vocational director with input from the vocational teachers. The budget is adequate to meet program objectives and is administered by the local high school with some oversight provided by the vocational director. The current levy for public school education is 28 mills which is applied to the equalization formula, with an additional 10 mills available to the individual district to be levied upon voter approval. Funding in Utah is based on a weighted pupil unit (WPU). The legislature, in addition, appropriates funding for applied technology education (1993 = $26.7 million). The majority of these funds are disbursed for program operations based on a low, medium, or high cost/priority program category. Funds are generated for students grades 9-12, but available for use in grades 7-12 for vocational education. A portion of these funds is allocated by WPUs to schools based on program components including a 9-week summer agriculture program, provision of vocational guidance services, administrative overhead, centralized applied technology centers, and vocational directors who serve more than one district. A bonus is provided to the school for demonstrated placement of students upon completion of a vocational program or achievement on competency tests. Schools in Utah presently receive approximately 67% of the WPU value because units generated exceed funds available.

The budget for supplies and materials was stated to be adequate and program observations were in agreement. Programs were well equipped with current industry-level equipment. Where recommended by industry, all programs were equipped with computers or computerized equipment. Equipment items were identified within the budget document. Upon final approval of the budget, items were available for immediate purchase. Grants for equipment, based on a proposal from the local district, were also available from the State Department of Education. As a result of proposals to private industry, written by the vocational director, several labs were fully equipped with computers at no cost to the school.

Programs are constantly being updated. Professional development is encouraged and supported. Innovation is encouraged among teachers and between administrators and teachers. Vocational directors are active, not only in completing the numerous reports required by the state and federal government, but in seeking grants to provide resources for the innovative ideas and equipment needs. The legislature and state administration of the

State Department of Education and the Department of Applied Technology encourage and financially support staff participation in regional and national professional development opportunities. State staff members lead and serve the regional and local professionals through materials development and inservice training.

Summary

VTIS and Survey Data

From a study of the VTIS data and survey responses, the following factors contribute to the additional cost of vocational education in New Mexico:

Pupil-teacher ratio. The PTR is less for vocational programs than for general education, grades 7-12. The ratio of PTR for general education to the PTR for vocational education is 1.1 for exploratory courses and 1.2 for skill development courses. Agriculture skill development programs have an average PTR ratio of 1.3; some of the trades programs have PTR ratios of 1.4.

Maintenance of equipment. Computer-based programs, particularly in business, have per-pupil maintenance of equipment costs substantially higher than the per-pupil maintenance of equipment costs for general education. For other vocational programs, however, survey data indicate that vocational programs have lower per-pupil maintenance of equipment costs than general education.

Space. On average, space requirements for vocational programs are almost twice that of a standard classroom. Home economics, agriculture, industrial technology, and trades and industry occupy substantially more space than a standard classroom. Larger space requirements result in increased costs for utilities and maintenance of the facility.

Perceptions of Respondents

The respondents considered the *quality* of vocational education programs to be somewhat better than 12 years ago, the *number* of vocational programs somewhat fewer, and the *variety* about the same.

Of 38 respondents, 33 thought that a vocational factor in the funding formula would result in greater emphasis on vocational education in their districts; 5 thought that there would be no greater emphasis. Of 39 respondents, 30 supported a concept of reinstating a vocational weight in the funding formula, 6 were not sure, and 3 opposed. A number of respondents, however, qualified their responses stressing that an increase in the unit value was more important than reinstating a vocational factor.

On-Site Visits

In analyzing the data from on-site visits to vocational-technical programs identified as quality in 6 schools in New Mexico and 10 schools in Oklahoma and Utah, there were characteristics which were evident within all the programs. These characteristics are highlighted in the following paragraphs.

Teachers were enthusiastic. The majority of teachers had taught over 10 years. The expectation is that from the long hours, the hardship of securing adequate supplies and materials, the constant effort in student discipline, and the repetition of the course content, these teachers would be "burned out." The finding was that these teachers "liked and cared about kids." Therefore, they chose to work long hours; were enterprising, resourceful, innovative, and creative in what they did, and students respected them and shared their excitement about learning.

The **goal** of all programs was **employment or advanced education, now referred to as education for a career**. Programs were career based and this focus was expressed by both administrators and instructors. **Instruction was individualized**. Portfolios were frequently used. Students helped students. **Mastery of the competency** was the objective. Instructors had **high expectations** for students.

The **input of business and industry through advisory committees** was recognized in all programs as important to having a quality program. Once the personnel needs of business and industry are identified, educators can help students develop those characteristics. Business and industry became aware of the needs of educators and made contributions through materials, on-site field trips, guest teaching, on-the-job training sites, and donations of equipment. The end result is that students are employed upon graduation and the business/industry enterprise can be profitable.

Student organizations and involvement in competency events were a key factor in program excellence. A program where even one student has won an award in a competency event was a program with a reputation to be upheld. Administrators pointed out examples of students who had succeeded in vocational programs after becoming involved in their respective student organization. Leadership skills, self-confidence, professionalism, and an ability to communicate with others were other personal traits developed through participation in the organization.

There were differences noted between the programs visited out-of-state and those in-state. The major emphasis in the Oklahoma and Utah programs was **articulation between grades 7-12 and between secondary and postsecondary schools**. While New Mexico's efforts in this area are growing rapidly and successfully, it was clear that the other states were more advanced in these areas. Formal cooperative agreements to avoid duplication of programs and to provide students a means of obtaining advanced credit were the subject of student brochures and were given high priority at the local level.

The achievement of career-based education as a goal was being accomplished by creating a **sequential program** composed of modular, self-paced, exploratory courses oriented toward a broad career awareness of technology at the junior/mid school level leading toward

more specialization at the high school level. A minimum of 20 modules to a maximum of 50 modules are available to students for developing career awareness in Technology Education. Placement in the apprentice trades has been initiated to expand vocational education beyond the confines of the school and to give students a greater opportunity for specialization based on interest and aptitude. Where traditional vocational-technical programs existed, they were being modified using a heavy concentration of computer technology.

Programs were predominantly computer based. Academic programs were integrated with vocational programs. Computers were used in math, science, and communication courses and in vocational offerings for drafting, machine tool, word processing, electronics, clothing design, and career information. Classrooms and labs were equipped with computers in sufficient quantity for instruction, and were new or upgraded to accommodate the latest software.

A major factor contributing to quality and establishing cutting-edge programs was the local **vocational director**. The financial incentive program from the State of Utah encouraged a director to be employed by more than one district. The director's responsibilities were to develop the budget, keep accurate financial and program records, complete the state and federal reports, represent vocational education at various local and state meetings, seek additional funding by writing proposals, and to assure that all vocational programs were meeting high standards.

Instructors were proud and stated they were industry certified. Such standing placed them on par with industry employees as they worked together designing curriculum. Closely aligned to this finding was the emphasis both Oklahoma and Utah placed on **professional development** of the vocational instructor. Most professional development activities in these two states were supported by their respective state through reimbursement or formula. A variety of materials were observed in the cutting-edge programs; all were developed through the state office with accompanying inservice training.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

This study has included a review of the literature related to the additional costs of vocational education, investigation of vocational recognition in the funding formulas of other states, review of the New Mexico Vocational-Technical Information System (VTIS) data, analysis of the New Mexico survey data collected for this study, and interaction with an advisory committee formed for this project. Through visits to vocational education programs in New Mexico that were identified as quality programs and visits to other states, an attempt has been made to qualify the "what is" cost study data with some sense of "what should be" for quality programs.

There is no question of the need for vocational education in New Mexico, nor for the need to place increased emphasis on and improve the quality of vocational education programs. The importance of vocational education at the national level and the thrust to integrate vocational and academic subjects is intrinsic in the Carl Perkins Act amendments of 1990. New Mexico youth must have the skills necessary to be competitive in the job market and New Mexico's workforce must have the skills required for the state's economic growth. Observation of vocational programs in New Mexico, however, indicates that vocational education falls short of the quality observed in states identified as having exemplary programs.

There is ample evidence that many vocational education programs cost more, per pupil, than general education. Recognition of the additional cost is one way that vocational education can be encouraged in the state's schools and may provide an incentive to increase the variety and number of programs available to students and to improve the quality of the programs. There are a number of ways that this additional cost can be recognized in state funding mechanisms. For New Mexico, there are two funding recommendations that are discussed in the following sections. In addition, recommendations regarding shared programs, vocational education planning, and expenditure tracking for all educational expenses are presented and discussed.

RECOMMENDATIONS

* *Funding*
  1. *Reinstatement of weighting factor*
  2. *Categorical appropriations for equipment*

* *Shared programs/shared supervisors*

* *Planning for vocational education*

* *Expenditure tracking*

Each of these recommendations may be accomplished individually or in combination with one or more of the other recommendations.

Weighting Factors

On the conclusion of its massive study of school finance, the National Education Finance Project (NEFP) developed a prototype state using weighted pupils as the funding mechanism. The cost differentials, or indices, used in the prototype funding formula were based on the NEFP's study of educational costs for various types of programs and were recommended for consideration by states developing similar funding mechanisms. On a full-time equivalent (FTE) basis, students in regular education, grades 1-6, were considered as the basic unit with an index of 1.00; students in grades 7-9 were weighted at 1.20; grades 10-12 at 1.40; and vocational education students at 1.80 (*Alternative Programs for Financing Education*, 1971). If the vocational FTE had been expressed as an add-on weight, students in grades 7-9 would have received an add-on weight of 0.6 and students in grades 10-12 would have received an add-on of 0.4. These weights were based on the work of Lindman and Birchen (1971) in determining the costs of vocational education in relation to the cost of general education.

The New Mexico funding formula enacted in 1974 was modeled after the NEFP prototype state, with weights modified by the study committee. With students in grades 7-9 weighted at 1.2 and students in grades 10-12 weighted at 1.4, vocational education was assigned an add-on weight of 0.8/FTE.

In their studies of the New Mexico funding formula, the Garcias (J. O. 1976; J. P. 1976), recommended that the weights be modified to 1.2 for students in grades 7-12 and that the vocational add-on be reduced to 0.5/FTE. The Garcias's work thereby validated the work of Lindman and Berchin (1971) as a part of the NEFP study.

Lindman and Berchin (1971) and J. O. Garcia (1976) lumped all vocational programs together and found a wide variation in the costs between the districts studied. It is recognized, however, that different programs incur substantially different costs (Lindman and Kurth, 1969). Part of the variation found by Lindman and Berchin and by J. O. Garcia was no doubt due to a different "mix" of vocational programs in the different districts that they studied.

Thirteen states recognize vocational education with weighting factors in their funding formulas. The manner in which the weights are applied, however, varies greatly. Some states, such as Alaska, apply a single weight to all students in vocational programs. Other states, such as Florida, apply different weights to different vocational programs. One state, Utah, has a trilevel vocational program weighting system with a very sophisticated set of incentives expressed in terms of weighted pupil units (WPUs).

Thus, in developing a weighting system for the New Mexico formula, there are a variety of models from which to choose. In keeping with the philosophy inherent in the New Mexico funding formula, vocational weights would ideally be relatively simple to administer and easy to compute the number of units generated by students in the vocational

programs. On the other hand, there is much to recommend the system of incentives in the Utah formula despite its complexity. The first step, however, is consideration of the factors that contribute to the additional cost of vocational education.

FACTORS CONTRIBUTING TO THE ADDITIONAL COST OF VOCATIONAL EDUCATION

Course demand
Pupil-teacher ratio
Extended contracts
Instructional assistants
Work experience
Supplies and materials
Student organizations
Advisory committees
Maintenance of equipment
Space
Equipment
Supervisory personnel
Professional development
Security
Construction

In the following discussion, information is brought together from all of the sources used in this study with an attempt to distinguish between "what is" and "what should be."

Course demand. Chambers (1990) found that students in the career-oriented high schools took a larger course load requiring a larger number of teachers or extended-day contracts. The increase tended to be in courses related to the career orientation of the school. With the decline in the number of students, classes, and teachers in vocational education in New Mexico between 1982-83 and 1990-91, course demand would not seem to be a factor. Among the possible reasons for decline are the increased entrance requirements at institutions of higher education and increased graduation requirements of the State Board of Education (SBE) in academic subjects. With the fiscal restraint imposed on most New Mexico school districts, few schools offer extended days and some limit the number of courses that a student can take during any one semester. Thus, if the vocational programs were available and if the students could take additional classes, course demand might well be an additional cost of vocational education for New Mexico schools.

Pupil-teacher ratio. Chambers (1990) found that class size in the courses related to the career orientation of the high schools was substantially lower than the class size in other classes in the same school and all classes in the academic/comprehensive school. Lindman and Kurth (1969) also considered smaller class sizes as contributing to additional cost of

vocational programs. These findings were corroborated by the results of the survey conducted in New Mexico as a part of this study. In exploratory programs, the ratio of general education PTR to vocational PTR averaged 1.1. For skill development programs other than agriculture and some trades programs, the PTR ratio was 1.2. The PTR ratio was 1.3 for agriculture and 1.4 for the "heavy" trades programs (such as auto mechanics, auto body, building trades, and machine trades). For some of the "light" trades programs (e.g., cosmetology, industrial cooperative training), the PTR ratio was less than 1.0.

On the other hand, many of the exemplary programs visited in Utah had large class sizes--35 or more students per class. It thus appears that a vocational PTR lower than the PTR in general education is not a requirement for a quality program.

Extended contracts. The New Mexico survey data indicate limited use of extended contracts. With 24 programs using extended contracts (of 115 programs reporting), the average ratio of extended contracts to regular contracts was 1.1. Higher ratios of extended contracts (>1.2) were reported for agriculture programs. These "what is" data, however, may reflect the fiscal restraints under which districts must operate. Quality vocational programs may require extended contracts for many vocational instructors. In Oklahoma, for example, all vocational teachers are provided with contracts two weeks longer than for teachers in the regular program: one week before school starts in the fall and one week after school ends in the spring. These two weeks amount to a factor of 1.06 times the contract length of the regular teachers. In addition, teachers with summer vocational activities (primarily in agriculture) are provided with longer contracts.

While the concept of extended contracts for vocational teachers is appealing and may be an ingredient for program quality, it is little used at present in New Mexico and is therefore not considered as a factor to be recognized in a weighting factor at this time.

Instructional assistants. There is little support for a contention that instructional assistants increase the cost of vocational education appreciably. There is no reference to this factor in the literature, it was not observed as a factor in Utah or Oklahoma, and only two districts in New Mexico reported use of instructional assistants in vocational education--and these were generally part-time assistants. Instructional assistants are therefore not considered to be a factor to be recognized in a weighting factor.

Work experience. There is also little support for work experience as an additional cost factor for vocational education. No reference was found in the literature and it was not observed as a factor in the quality programs of Utah and Oklahoma. In the New Mexico survey, 17 programs reported work experience as a part of the program, but only six of the programs incurred additional costs for the work experience. The costs ranged from $300 to $5,000, with most at the lower end of the range.

Work experience is an important part of many vocational programs. It is the centerpiece of President Clinton's school-to-work transition legislation contained in H. R. 3125 and S. 413 (*Clinton's School-to-Work Bill*, 1993). There is little support, however, for the notion that work experience incurs additional costs to the vocational program and it is therefore not considered in a weighting factor.

Supplies and materials. Chambers (1990) found that cost of supplies for students in courses related to the career orientation of the school were substantially higher than for other classes in the same school and for classes in the academic/comprehensive school. While classroom courses required about half a dollar per student in supplies, laboratory courses ran from $1.08 for general science to $7.44 for chemistry. Career-related courses ranged from $6.72 for drafting to more than $30 for commercial art, welding, and machine tools. Lindman and Kurth (1969) also considered the cost of supplies and materials to be significantly higher for vocational education than for general education.

In contrast, the New Mexico survey data show a much higher cost for supplies and materials for general education (average of $51.29) than the average cost of supplies and materials for vocational education of $27.34. During on-site visits in New Mexico, however, teachers commented that supplies and materials are not adequately funded thereby requiring contributions from the administration, business/industry donations, lab fees, and student-raised funds. In those programs using computer technology, software and computer paper were major areas of deficiency. It is doubtful that activity funds (e.g., profits from vending machines, student-raised funds, etc.) and donations were reported in the New Mexico survey as part of the cost of supplies and materials for vocational education resulting in a reported cost lower than actual if all contributed funds had been considered. There is thus substantial evidence that supplies and materials contribute to the additional cost of vocational education and are thus considered in a weighting factor.

Student organizations. Student organizations are not mentioned in the literature as a factor contributing to the additional cost of vocational education. In the New Mexico survey, however, student organizations were reported as a part of 50 vocational programs (of 115 programs reported). Of these, 34 programs reported incurred costs ranging from $225 to $16,000 per program. The funding source for 34 of these programs were reported: 11 used operational funds, 11 used other (activity, student-raised, etc.) funds, and 12 reported a mix of operational and other funds.

During in-state visits, vocational teachers repeatedly stressed the importance of student organization and involvement in competency events in quality programs. During out-of-state visits, administrators and vocational teachers repeatedly echoed these sentiments. Participation in competency events often requires travel for students and teachers for state events; those qualifying for national events incur far greater travel costs.

Educational Standards for New Mexico Schools (1990) requires that vocational programs have student organizations. If student organizations are required in New Mexico vocational programs, and if they are critical to quality programs, there should be adequate funding for the organizations within the operational budget and programs should not have to rely on donations and activity funds.

Advisory committees. Advisory committees are not mentioned in the literature as a factor contributing to the additional cost of vocational education. In the New Mexico survey, 82 programs reported use of advisory committees; only 3 reported incurred costs. These costs ranged from $100 to $1,000. Of 24 districts reporting district-wide vocational advisory committees, only 2 reported incurred costs. It may be, however, that some costs of advisory committees, both program and district, are borne by activity funds and were not reported on

the survey. Such costs, however, are relatively small and are not considered to add appreciably to the cost of vocational education programs.

Maintenance of Equipment. Many vocational programs are equipment intense; thus maintenance of equipment could be expected to be more expensive for vocational education than for general education. The literature, however, contains no reference to equipment maintenance as a cost factor. The New Mexico survey, if three New Mexico programs that had very high per-pupil costs for maintenance of equipment are ignored, revealed per-pupil equipment maintenance costs for vocational education as less than the per-pupil cost of maintenance in general education. The average figures were $34.77 per pupil for general education and $29.96 for vocational education.

There are a number of possible explanations for this seeming contradiction. First, there is no accounting line item for equipment maintenance as such. If the maintenance is performed by a vender, the cost would probably be reported under "purchased services" and may not be reflected as an expenditure for a particular vocational program. Second, interviews with vocational instructors and on-site visits indicate that instructors, often with help from their students, are very adept at making repairs to the equipment in their programs. Third, when repairs are made by instructors and students, the cost of parts may be paid from activity or personal funds and thus not reflected in the cost of the program. At the present time, however, there is insufficient evidence to consider maintenance of equipment to be a substantial factor in the additional cost of vocational education and hence is not considered in the weighting factor.

Space. Chambers (1990) addressed the larger space requirements for laboratory courses (including vocational) as resulting in higher custodial costs. It could be expected that larger spaces would also result in higher utility costs for laboratory courses both academic and vocational.

In the New Mexico survey, vocational education laboratories, on average, occupy more space than standard classrooms. Expressed as a ratio of space occupied by the vocational programs to standard classrooms, the range was 0.39 to 7.61 standard classroom spaces and the average was 1.86 standard classrooms.

In New Mexico, the programs that generally occupy substantially more than a standard classroom space are agriculture, home economics, industrial technology, and trades and industry. There is substantial evidence that laboratory courses, by occupying more space than standard classrooms, incur additional custodial and utility costs.

Equipment. Chambers (1990) conceded that equipment is generally a capital outlay expenditure. Chambers included equipment costs, however, to demonstrate the "true" cost of vocational courses. Using an average life of 12.3 years and a discount rate of 10%, annualized equipment costs for a regular classroom was $332. Laboratory courses, whether vocational or academic, ranged from $1,375 for business courses, $10,285 for chemistry, $14,283 for instrumental music, to $26,670 for auto mechanics. Chambers's work corroborated the strongly held belief that equipment for vocational education programs costs more than equipment for general education. Lindman and Kurth (1969) also considered

equipment costs for vocational education to be significantly higher than for general education.

The New Mexico survey data, however, appear to question Chambers and Lindman and Kurth. The three-year average per-pupil expenditure for equipment for vocational education programs was $14 *less* than for general education.

There are a number of possible explanations for this apparent reversal. With the general decline in vocational education, as demonstrated in Chapter 1, it is very well possible that schools are spending less on equipment for vocational education than for general education. It is also possible that the three-year period considered in the average may not be sufficient to capture vocational equipment expenditures. If a computer lab, for example, was outfitted four years ago at a cost of $250,000, that expenditure would not show up on a three-year average. Second, if that computer lab is used for both academic and vocational subjects, the entire cost may have been charged to academic programs rather than being prorated among the vocational programs as well as general education.

On-site observations of programs in New Mexico and in other states reveal the importance of up-to-date equipment. Quality programs in other states had current, even state-of-the-art, equipment. On the other hand, many programs observed in New Mexico were sorely lacking in equipment equivalent to that found in business and industry.

The advisory committee formed for this study considered that equipment is one of the major factors in the additional cost of vocational education programs and that equipment in the vocational programs throughout the state is badly in need of upgrading.

Of 52 programs that reported source of funds for equipment, 26 reported use of local operational funds. The remaining 26 programs reported using capital outlay, other, or a mix of local operational, capital outlay, and/or other funds.

If local operational funds are used for vocational equipment purchases, then it is appropriate to include the cost of equipment in considering an appropriate weighting factor in the funding formula.

Supervisory personnel. In his study, Chambers (1990) considered the costs of administration and indirect support costs associated with the programs in the career-oriented schools and the comprehensive schools. His results, however, did not attribute additional costs for supervisory personnel to vocational programs. The New Mexico survey data, however, yielded interesting results. Ten districts reported assignment of supervisory personnel to vocational education. In each of five districts in the smallest cohort (ADM < 500), 1.00 FTE supervisory personnel was assigned to vocational education. In each of five larger districts (ADM > 5,000), 0.5 to 3.00 FTE supervisory personnel were assigned to vocational education. In the smallest districts, the additional cost of the supervisory personnel could have some impact on the per-pupil costs of vocational programs when the small number of programs and small enrollment are considered. In the larger districts, however, the impact is very small.

Observations in other states, however, reveal the value of vocational supervisory personnel. Utah not only recognizes the cost of supervisory personnel in determining program weights in the funding formula, but also provides incentives for smaller districts to share vocational supervisory personnel. Thus every district has the opportunity for strong supervisory leadership in vocational education.

There is evidence that the cost of supervisory personnel warrants consideration, but the evidence is insufficient to include it as a factor in the weighting factor at this time.

Professional development. Additional costs for professional development of vocational education personnel is not addressed in the literature. In the other states visited, the need for professional development of all teachers is strongly recognized. For vocational educators, professional upgrading through work experience, attendance at workshops, attaining certification in the discipline, and attending the annual state vocational conference was provided. In the New Mexico survey, 13 districts reported professional development costs for vocational education teachers in excess of professional development costs for teachers in general education. These costs ranged from $54 to $6,000 per teacher with most falling at the lower end of the range. On a per-pupil basis, these amounts are very modest, and professional development is not considered a contributing factor in determining a weighting factor.

Security. In his study, Chambers (1990) found that the high-cost equipment in the career-oriented high schools incurred night and weekend security costs not realized in the academic/comprehensive schools. On the other hand, daytime security costs were higher in the academic/comprehensive schools than in the career-oriented schools. In New Mexico, however, almost all secondary vocational programs are offered within comprehensive high schools; additional costs for security are essentially nonexistent.

Construction. Construction is usually a capital outlay expense. Laboratory courses, however, require more space per student than classroom courses. Chambers (1990) therefore included space requirements in his study as an additional cost of vocational education. The annualized additional cost of the career-oriented schools was found to be $779 per student compared to $547 per student in the academic/comprehensive schools.

Although Chambers was correct in attributing capital outlay costs as a part of the cost of vocational education, it is not appropriate to consider capital outlay as a part of the operational funding formula. For this reason, construction costs are not considered in this study.

Summary

There are a number of factors that could possibly be considered in developing weighting factors for vocational education programs. Although those enumerated above do not constitute an exhaustive list, they do include all the factors that could have a significant impact on the additional cost of vocational education. From the literature, the results of the New Mexico survey, factors considered by other states, and on-site visits to vocational

programs in New Mexico and other states, there is more support for some of the factors than for others. The level of support for each of the factors considered above are shown in Table 9.

Table 9. Factors Contributing to the Additional Cost of Vocational Education for Possible Consideration in a Weighting Factor in New Mexico's Funding Formula

Factor	Strong Support	Moderate Support	Little or No Support
Course Demand		X	
Pupil-Teacher Ratio		X	
Extended Contracts		X	
Instructional Assistants			X
Work Experience			X
Supplies and Materials	X		
Student Organizations	X		
Advisory Committees			X
Equipment Maintenance		X	
Space	X		
Equipment	X		
Supervisory Personnel		X	
Professional Development		X	
Security			X
Construction			X

Recommendation

The four factors for which there is strong support for consideration in a weighting factor are supplies and materials, student organizations, space, and equipment. In Utah and Oklahoma, there is considerable evidence that these factors contribute to additional cost at all levels, mid through high school, of the career-based, integrated, modularized programs. In New Mexico, on the other hand, there is evidence that the additional costs accrue more to skill development programs than to exploratory programs. Unfortunately, no data were developed in the New Mexico survey from which to develop a per-pupil dollar amount or a vocational/general education ratio.

Of the current 1.25 weight assigned to students in grades 7-12, .05 represents an amount for vocational education. The average daily attendance (ADM) for grades 7-12 in 1991-1992 was 121,458. The units generated for vocational education was thus 6073 units.

According to VTIS data, there were 13,392 students enrolled in skill development programs in the state in 1991-1992, and 65,091 students enrolled in exploratory programs. If a standard student day is considered to consist of six period, the students equate to 2,232 FTE in skill development courses and 10,849 FTE in exploratory courses. If it is further considered that all of these vocational programs would have the approval of the Vocational-Technical and Adult Education Division of the State Department of Education, a weighting factor of 0.8 for skill development courses in approved programs and 0.4 for exploratory courses in approved programs would generate 6,126 units, approximately the same number of units generated the current .05 weight per student in grades 7-12.

RECOMMENDATION

Change the funding formula by reducing the factor for secondary students grades 7-12 from 1.25 to 1.20 and by inserting a vocational add-on weight of 0.8 per FTE in vocational skill development courses in approved programs and 0.4 per FTE in exploratory courses in approved programs.

The average weight per FTE resulting from this recommendation for students in both exploratory and skill development courses is 0.5, corresponding to the add-on recommendation of J.O. Garcia (1976).

Implementation of this recommendation may be done with or without additional funds. If no additional funds are provided, this recommendation will result in redistribution of approximately $11.4 million based on the 1991-1992 VTIS enrollment data and 1991-1992 unit value of $1866.00. This represents 1.2% of the total projected program cost for 1991-1992 of $937.2 million. The redistribution would depend on the relative number and level (exploratory vs. skill development) of vocational programs offered in each district. Districts with no or few vocational programs would "lose;" those with a number of vocational programs would "gain."

Additional funding ($11.4 million for 1991-1992) will increase the unit value (1.2% based on 1991-1992 data). With additional funding, the loss to districts with few or no vocational programs will be minimized and all other districts will gain.

Adoption of the recommendation, with or without additional funding, would act as an incentive to all districts to increase the number of vocational programs and may encourage an integrated sequence of courses from exploratory through skill development. It may also be a step toward more sophisticated weighting factors that would provide incentives for shared programs and shared supervisory personnel.

The above recommendation, however, addresses only "what is;" there are insufficient data on which to establish a recommendation that encompasses "what should be." Such a recommendation would perhaps be possible following a comprehensive plan for vocational education and a comprehensive study of the entire funding formula.

Equipment

On-site visits to quality programs in New Mexico indicate a large need for replacement of obsolete equipment and purchase of equipment currently used in business and industry. This observation was confirmed by the advisory committee formed for this study. The committee believed that not only is equipment one of the major factors in the additional cost of vocational education programs but that equipment in the vocational programs throughout the state is badly in need of upgrading.

RECOMMENDATION

If a change in the funding formula is not considered feasible at this time, or if there are additional monies available beyond those required to fund the vocational factors, it is recommended that the additional funds be used to upgrade and purchase new equipment.

The advisory committee believed strongly that only through long-term annual appropriations could vocational equipment in New Mexico be brought up to the standards of business and industry; a one-year appropriation for vocational equipment would be inadequate. A relatively efficient and effective way to develop short- and long-term equipment needs is through use of lists of pre-identified equipment for each vocational program in the state. These lists would contain the *minimum* equipment required for quality programs in each program area. The lists would be promulgated by the Vocational-Technical Education Division of the State Department of Education to each school district according to the programs that they offer. Schools would inventory their equipment against the lists. For equipment on hand, the school would indicate the make and model, year purchased or otherwise acquired, current condition, adequacy for training, useful life, and current replacement cost. Schools would also indicate equipment on the list but not in their inventory.

From these lists, projections can be made for the amount of money that would be needed for replacement and new purchase of equipment each year for, perhaps, the next ten years. Requests for appropriations could be made to the legislature, and the money appropriated for vocational equipment could be distributed by the State Department of Education based on the inventory lists and applications from individual school districts. The lists must be updated periodically so that accurate projections can be made from year to year.

SUGGESTED ACTION PLAN FOR VOCATIONAL EQUIPMENT APPROPRIATIONS

* Request annual appropriations for vocational equipment.
* Base requests on vocational equipment inventories.
* Inventory vocational equipment in each school district, program by program against pre-identified lists of equipment considered necessary for quality programs.
* Distribute equipment appropriations to school districts on the basis of the inventories and applications submitted by the districts.
* Require biennial inventory updates.

Shared Programs/Shared Supervisors

There is no evidence that adjacent districts in New Mexico share vocational programs, although some districts transport students to a nearby postsecondary school for vocational education. Utah, on the other hand, with many similarities to New Mexico, has a strong system of shared programs and shared supervisors between districts as well as with post-secondary schools. In addition, incentives to share vocational programs and supervisors are included in the funding formula.

Although New Mexico school districts generally offer at least a handful of exploratory programs, there are 49 districts that offer two or fewer skill development programs. Although some of these districts are rural, remote, and isolated, there are a number of the districts that are within reasonable bus distance of larger districts that offer more skill development programs.

Some examples of districts with few or no skill development programs within reasonable distance of larger districts with more skill development programs are (numbers in parentheses are the number of skill development programs in the district in 1991-1992):

Lake Arthur (0) and Artesia (4)
Dexter (2), Hagerman (1), and Roswell (11)
Texico (2), Melrose (2) and Clovis (9)
Floyd (0) and Portales (5)
Eunice (0) and Hobbs (9)
Tatum (1) and Lovington (4)
Vaughn (0) and Corona (4)

It is recommended that small districts with few or no skill development programs be encouraged to arrange shared programs with adjacent districts. In addition, it is recommended that districts be encouraged to share vocational supervisors to provide strong vocational leadership at the local level. Strong state leadership should be provided. Perhaps the weighting factor recommended above will provide some incentive for shared programs and shared supervisors.

RECOMMENDATION

Encourage shared skill development programs and shared vocational supervisors between districts.

Planning for Vocational Education

Observations of programs in New Mexico and comparison with programs visited in Oklahoma and Utah revealed that New Mexico programs, from a statewide perspective, are fragmented, lack a central theme, need more articulation, and are underfunded. Observations in Utah and Oklahoma revealed that quality programs were developed around a central theme of education for a career. A planning framework, New Mexico's Education System for Employability, was adopted by the State Board of Education in January 1992. A comprehensive plan should be built upon this framework as well as the new, exciting initiatives of Tech-Prep and current articulation agreements.

KEY ELEMENTS THAT MUST BE INCORPORATED INTO A COMPREHENSIVE PLAN FOR VOCATIONAL EDUCATION

* Clearly stated goal
* Clearly defined, outcomes-based objectives
* Ten criteria for quality from Carl Perkins Act
* Employability standards
* Shared programs/shared supervision
* Business/community involvement
* Program leadership
* Technology/equipment
* Justification/needs based
* Marketing/publicity
* Projected costs/budget
* Teacher education programs
* Professional development

New Mexico would be well advised to incorporate many of the attributes observed in Oklahoma and Utah. There is a singular goal for programs at the state, local, and individual program levels which is "education for a career." Professional development activities and participation in professional organizations are supported and given recognition. Program highlights include Technology Education, High Schools that Work, Principles of Technology, and apprenticeship programs. Programs are sequenced and articulated from junior high through postsecondary schools. Utah's incentives for vocational directors, often shared among adjacent districts with low enrollments, provides each district with a person totally dedicated to providing vocational leadership and assisting vocational teachers in their districts. Concurrent enrollment is encouraged and incentives are promoted to encourage nonduplication of programs in high schools in the same district and between high schools and postsecondary schools.

RECOMMENDATION

Develop a comprehensive plan for vocational education in New Mexico based on the system model, New Mexico's Education System for Employability.

Clinton's proposed school-to-work legislation includes provision for "more than $900 million over four years for the program which would provide states and localities with planning grants to map out the project and implementation funds to get it rolling" (*Clinton's School-To-Work Bill*, 1993, p. 1). If enacted and funded, the planning funds could provide New Mexico with an opportunity to do the planning envisioned in this recommendation. Further funding after that would be on a competitive basis.

Expenditure Tracking

Despite a lengthy listing of statutory duties of the State Board of Education (SBE) as they relate to the local school districts, a large volume of state regulations, and a 125-page *Educational Standards for New Mexico Schools* (1990), the state places a great deal of credence in local autonomy.

There is evidence that state control is being relinquished. In 1988, the SBE greatly reduced the number of highly specific "certificates" issued by the State Department of Education (SDE), replacing them with "licenses" in a much smaller number of more general fields. It thus became incumbent on local school districts to stipulate specific requirements for teaching positions rather than relying on the SDE for specific certification (*New Mexico Certification Requirements*, 1983; *Source Book for Licensure*, 1988).

In addition, the lengthy, detailed *Educational Standards* is reportedly in the process of being revised to a minimal "standards for excellence" (Al Zamora, New Mexico Director of Vocational Education, personal communication, June 6, 1993).

Nowhere is local control more evident than in the manner in which school districts spend their money. As Hoachlander (1989) has noted, accounting systems that distinguish among sources (federal, state, local) and expenditures by object (salaries, benefits, supplies, equipment) can generally distinguish between instruction, administration, and support. But records of expenditures by instructional programs are not maintained. New Mexico fits this pattern. Although money is generated by grade level, severity of handicapping condition, and bilingual education, there is no requirement that operational funds be expended on the programs that generate the money. What is needed, of course, is an accounting system that is sensitive to programs.

One possibility is to add a four-digit code to the current expenditure account number. The first digit would indicate grade level according to the funding formula grouping; the last three digits, the program. Expenditures for individual laboratory courses (chemistry, physics), vocational programs (welding, accounting), academic disciplines (English, social science), fine arts (instrumental music, drama) and a host of other courses and programs could be identified. The system might even be extended to extracurricular activities (football, debate team).

If the same codes were used in conjunction with a code indicating source of funds, expenditure tracking could identify the degree to which various expenditures were borne by local operational funds, federal funds, capital outlay, activity funds, and donations.

Such a system would be amenable to computer analysis of costs incurred. These data, along with analyses of costs of quality, would be very helpful to the legislature in adjusting weights in the funding formula to recognize both expenditure patterns as well as to provide fiscal incentives in a manner similar to the Utah funding mechanism. A system as complicated as Florida's which is recalculated each year (to four decimal places), however, is not envisioned.

RECOMMENDATION

Develop an expenditure account coding system that identifies grade-level groups and specific programs/disciplines in conjunction with a code indicating source of funds to permit expenditure tracking from various sources.

Summary

Five recommendations have been discussed in this chapter, including the recommendation to change the funding formula. The authors are aware that the recommendations, if

followed, will have a great impact on education in the state. Timing and the way in which major decisions will be made are critical factors.

Alternative Plan

In the course of the study, evidence surfaced that implementing these decisions, without a comprehensive plan for education, might be rushing things. A balance, however, must be reached between planning and acting, for the educational futures of the youth of New Mexico are at stake. If it is deemed that further study is necessary, then the following alternative plan is recommended:

* Provide categorical appropriations for vocational equipment each year for a minimum of five years.

* Develop a comprehensive plan for the integration of vocational and academic education based on New Mexico's Education System for Employability.

* Change the accounting code to track expenditures by grade-level groups and specific programs/disciplines.

* Conduct a comprehensive study of the entire funding formula analyzing expenditure patterns and costs of quality programs.

* Revise the funding formula based on the comprehensive study of the formula, the comprehensive plan for vocational education, and the recommendation of this study regarding weighting factors, including the possibility of incentives.

If the above five steps were followed, New Mexico would have tools to implement a comprehensive plan with a vision for all education, and still receive the additional monies to upgrade and purchase the equipment and technology necessary to provide high-quality vocational programs. Decisions to follow such a plan may not be easy and they will require strong leadership with a clear sense of direction. Perhaps the biggest question of all is "Can we afford not to do this?"

APPENDIX A

VALIDATION COMMITTEE

VALIDATION COMMITTEE

The following persons responded to the initial survey questionnaire:

Carolyn Allen-Renteria, Superintendent
Estancia Public Schools

Aaron Bell
National Council of State Legislatures

Jan Dickson
Utah State Department of Education

Bob Gevirtzman
Chamisa Associates

Carroll (Bud) Hall, Director
Assessment and Evaluation
New Mexico State Department of Education

Ron Helland, Superintendent
Aztec Municipal Schools

Jack Jenkins, Associate Superintendent for Finance
Las Cruces Public Schools

Bryan McOlash
Legislative Education Study Committee

Virginia Owens, Director
Vocational-Technical Information System

Fred Pomeroy, Superintendent
Roswell Independent Schools

APPENDIX B

SURVEY INSTRUMENT

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION – EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501–2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

TO: District Superintendents

FROM: Alan D. Morgan
State Superintendent of Public Instruction

RE: Vocational Education Program Excess Cost Study

»»»

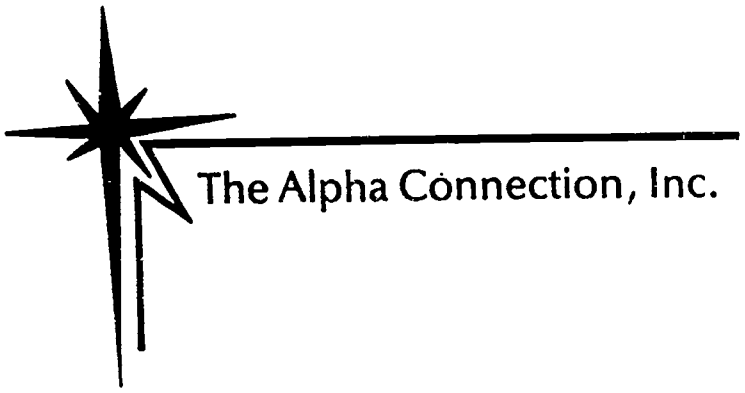
The State Department of Education has contracted with the Alpha Connection of Albuquerque to conduct a study of the excess costs of vocational education programs in New Mexico. The goal is to determine appropriate cost factors that may be inserted in the public school funding formula.

This study is very important for education in this state. The State Board of Education and the Legislative Education Study Committee are very interested in the results which may be considered by the 81st Legislature.

I urge you to support the project by completing and returning the questionnaire promptly.

Thank you.

ADM/NM/lp



The Alpha Connection, Inc.

". . . Specializing in training slightly ahead of its time."

Date: July 28, 1993

To: District Superintendents

From: Dr. Norma Milanovich, Dr. Doug Swift, Ms. Wilma Ludwig

Re: Vocational Education Program Excess Cost Questionnaire

The Vocational Education Division of the New Mexico State Department of Education awarded The Alpha Connection a contract to determine the costs of vocational education programs in excess of the costs of "regular" education in grades 7 through 12. Your assistance in this project by completing the enclosed questionnaire is critical.

For your school district, please complete Part I of the questionnaire for each USOE code class/program identified at the top of the questionnaire.

One copy of Part II of the questionnaire is to be completed once for your district.

A sampling technique is being used in conjunction with data that has been reported to the Vocational-Technical Information System (VTIS). Each school district with vocational education programs is being asked to complete a questionnaire on up to six, preselected programs identified by USOE codes.

If you have any questions concerning the questionnaire, please call
Wilma Ludwig at 982-8125, or
Doug Swift at 296-3564

Please return the questionnaire no later than **August 13, 1993**, to
The Alpha Connection
Mossman Center, Suite 204
7410 Montgomery NE
Albuquerque NM 87109
or fax to 505-880-1628

Mossman Center, Suite 204 7410 Montgomery Blvd. NE Albuquerque, NM 87109-1574 (505) 884-7146

VOCATIONAL EDUCATION
PROGRAM EXCESS COST

INSTRUCTIONS

Complete one copy of Part I for each vocational program identified by USOE code number at the top of the questionnaire.

Except for equipment costs (Question #11), data from the 1991-1992 school year are to be used throughout the questionnaire. If you do not know the exact costs, use best estimates. For some of the questions, please circle "actual" or "estimate" to indicate the accuracy of your response. Your responses to some of the questions on Part I are the same regardless of the USOE code.

Information reported to VTIS has been filled in for some of the responses. If there is more than one teacher for this program, information has been averaged. A copy of the data from the VTIS enrollment and expenditure reports is enclosed. If the VTIS information on the questionnaire is correct, leave it as is. If the information on the questionnaire is incorrect, cross out the information and insert the correct information.

The equipment expenditure is a three-year average ending in 1991-1992. The information that we have inserted on the questionnaire is from the VTIS information. We are interested in the three-year average on all equipment expenditures for each program regardless of funding source and the proportion of that amount from each appropriate funding source.

Part II applies to vocational services that apply across your district. Complete one copy of Part II for the entire district. Data from Part II will be prorated across the vocational programs offered in your school district.

In analyzing excess costs, we are seeking costs that are in excess of those services provided generally to all students in grades 7 through 12 excluding students in special education C and D classes.

Except where otherwise noted, costs are those borne by the operational funds generated by the public school funding formula. Include costs that are funded by federal vocational education funds only where specifically requested.

LINE BY LINE INSTRUCTIONS

Question #1. Report the number of students from the 1991-1992 40-day report, grades 7-12, excluding special education C and D. The data recorded for Questions 1a and 1b will be the same on Part I of the questionnaire for all of the USOE codes you are asked to report.

Questions #3a and #3d. The responses to these questions are the same for all USOE codes you are asked to report.

Question #11. Report the three-year average on equipment costs from all funding sources for the vocational program being reported. The three-year average should be for the 1989-1990, 1990-1991, and 1991-1992 school years.

Note: From the data provided by each of the school districts, excess costs will be calculated on a per-pupil basis using the figures reported in Questions #1a and #2a.

PLEASE KEEP A COPY OF THIS QUESTIONNAIRE IN CASE WE NEED TO CONTACT YOU FOR CLARIFICATION OR ADDITIONAL INFORMATION.

VOCATIONAL EDUCATION
PROGRAM EXCESS COST QUESTIONNAIRE

School District:_____Two-Digit District No._____

ART I. Complete Part I for the vocational program indicated below:

[ ] Exploratory. USOE Code __ __ . __ __ __ __ Name of exploratory area:_____

[ ] Skill Development. USOE Code __ __ . __ __ __ __ Name of program:_____

1. ENROLLMENT (1991-1992) IN GENERAL EDUCATION, GRADES 7-12

a. Number of students (ADM) enrolled in the district in general education, grades 7-12: _____

b. Number of teachers (FTE to nearest 0.1) for the students in 1a: _____

2. ENROLLMENT (1991-1992) IN THIS VOCATIONAL PROGRAM, GRADES 7-12

a. Number of students, grades 7-12, enrolled in this vocational program: _____

b. Number of classes for the students in 2a: _____

c. Pupil-Teacher Ratio (2a divided by 2b): _____

EXTENDED CONTRACTS

a. How many days were in the 1991-1992 contract year for teachers in general education, grades 7-12? _____

b. Number of teachers in this vocational program who were on an extended contract year: _____

c. Average length of the extended contract year: _____

d. How many hours were in the 1991-1992 contract day for teachers in general education, grades 7-12? _____

e. Were any of the teachers in this vocational program on an extended day to provide services for this vocational program? (If No, go to Question #4) Yes No

f. Number of teachers: _____

g. Average number of additional hours per day: _____

h. What portion of the cost of extended contracts come from each of the following sources?
_____% operational budget
_____% federal funds
_____% other

4. INSTRUCTIONAL ASSISTANTS

a. Were paid vocational instructional assistants assigned to this vocational program? (If No, go to Question #5) Yes No

b. Number of full-time assistants: _____

c. Number of part-time assistants: _____

d. Average number of hours per day for part-time assistants: _____

5. WORK EXPERIENCE

a. Was work experience (Co-op, Supervised Work Experience, OJT) a part of this vocational program? Yes No

b. If Yes, what was the 1991-1992 annual cost of the work experience? (Include district-paid travel for students and supervisors, but do not include extended contracts.) Actual Estimate $_____

6. SUPPLIES AND MATERIALS

a. What was the 1991-1992 cost of supplies and materials for general education, grades 7-12? Actual Estimate $_____

b. What was the 1991-1992 cost of supplies and materials for this vocational program? Actual Estimate $_____

7. STUDENT ORGANIZATIONS

a. Did this vocational program have a student organization (i.e., VICA)? (If No, go to Question #8) Yes No

b. What was the 1991-1992 budget for the organization (include stipends to advisor(s), travel and lodging to competitions and conferences, field trips, career fairs, etc.)? Actual Estimate $_____

c. How much of this money came from each of the following sources?
_____% local operational budget
_____% federal funds
_____% other (including activity funds and student-raised funds)

8. ADVISORY COMMITTEES

a. Was there an advisory committee for this and related programs? Yes No

b. If Yes, what was the 1991-1992 budget for the committee? Actual Estimate $_____

9. MAINTENANCE OF EQUIPMENT

a. What was the 1991-1992 cost of maintenance of equipment for general education grades 7-12 for your district? Actual Estimate $_____

b. What was the 1991-1992 cost for maintenance of equipment for this vocational program? Actual Estimate $_____

10. SPACE

a. How many square feet of space were allocated to this vocational program? _____

b. List the names of all other programs that use these facilities.

_____ _____
_____ _____
_____ _____

11. EQUIPMENT (For school years 1989-1990, 1990-1991, 1991-1992)

a. What was the three-year average cost of equipment for general education grades 7-12 for your district? Actual Estimate $_____

b. What was the three-year average cost of equipment for this vocational program? Actual Estimate $_____

c. What was the source of funds for the equipment for this vocational program?

_____% from local operational funds

_____% from federal funds

_____% from capital outlay funds

_____% from other funds

12. ADDITIONAL FACTORS

a. Are there any other factors that you know of that contribute to the excess costs of this vocational program? If so, what are they?

Factor	Annual Cost
_____	$_____
_____	$_____
_____	$_____
_____	$_____

School District:_____Two-Digit District No._____

PART II. Answer the following questions only once for your school district. Costs will be prorated over the programs offered in your district.

12. SUPERVISORY PERSONNEL

a. Were supervisory personnel in the district assigned specifically to vocational education? Yes No

b. If Yes, how many people (FTE) were assigned to vocational supervisory duties (include support personnel)? _____

13. DISTRICT ADVISORY COMMITTEE

a. Did your district have a district-wide vocational education advisory committee? Yes No

b. If Yes, what was the annual budget for the committee? Actual Estimate $_____

14. PROFESSIONAL DEVELOPMENT

a. Were any costs incurred for professional development of vocational education teachers that were in excess of the professional development costs for teachers in general education grades 7-12? (Examples include attending the annual conference and attending the AVA convention.) Do not include the cost of extended contracts that are provided to attend the annual state conference--this should be included in question #3.

Yes No

b. If Yes, what were the additional average annual professional development costs per teacher? Actual Estimate $_____

15. PERCEPTUAL QUESTIONS

a. How does the quality of vocational education programs in your district today compare with the quality 12 years ago?

[ ] Much Worse [ ] Worse [ ] Same [ ] Better [ ] Much Better

b. How does the number of vocational education programs in your district today compare with the number of programs 12 years ago?

[ ] Much Fewer [ ] Fewer [ ] Same [ ] More [ ] Much More

c. How does the variety of vocational education programs in your district today compare with the variety of programs 12 years ago?

[ ] Much Less [ ] Less [ ] Same [ ] More [ ] Much More

d. If a vocational education factor was reinstated in the New Mexico funding formula, do you believe that vocational education would receive more emphasis than at present in your school district?

[ ] Yes [ ] No

e. Do you support the concept of reinstating one or more vocational education weighting factors?

[ ] Yes [ ] Not Sure [ ] No

Please share the rationale for your response to Question 15e:_____

_____

_____

_____

16. We would appreciate any additional comments that would improve our understanding of the issues of financing quality vocational education in New Mexico. Include comments concerning the cost to the school district for concurrent programs with two-year institutions, and the extent to which vocational education should be funded if money was available. (Use an additional sheet if necessary.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name of person completing questionnaire:_____

Title:_____

Address:_____

Phone number:_____

If you have any questions about this questionnaire, please call
Wilma Ludwig at 982-8125, or
Doug Swift at 296-3564

Thank you very much for your cooperation. Please return the questionnaires in the enclosed envelope **no later than August 13, 1993**, to

The Alpha Connection
Mossman Center, Suite 204
7410 Montgomery NE
Albuquerque NM 87109-1574
Phone 505-884-7146; FAX 505-880-1623

APPENDIX C

ADVISORY COMMITTEE

ADVISORY COMMITTEE

David Colton
College of Education, University of New Mexico

*J. Placido Garcia, Jr., Director
Legislative Education Study Committee
(Ex officio)

*Bob Gevirtzman
Chamisa Associates

Carroll "Bud" Hall, Director, Assessment and Evaluation,
State Department of Education

Gary Hoachlander, MPR
Berkeley, California

*Jack Jenkins, Associate Superintendent for Finance
Las Cruces Public Schools

*Linda Valencia Martinez, Executive Director
New Mexico Council for Vocational Education

Bryan McOlash, Research Analyst
Legislative Education Study Committee
(Ex officio)

*Larry Muzingo
Assistant Superintendent of Secondary Education
Gallup-McKinley County Public Schools

*Virginia Owens, Director
Vocational-Technical Information System

*Fred Pomeroy, Superintendent
Roswell Independent Schools

Richard Romero, Assistant Superintendent
Albuquerque Public Schools

Mary Sanchez, Superintendent
Reserve Independent Schools

Tom Trujillo, Director
New Mexico Vocational-Technical and Adult Education Division
(Ex officio)

*Indicates those who attended the meeting of the advisory committee on September 27, 1993.

APPENDIX D

SURVEY RESPONSES

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	1A	1B	2A	2B	2C
Albuquerque	1	S049903	7	0	33010	1348.0	30	2	15.00
Albuquerque	1	S090211	7	0	33010	1348.0	82	5	16.40
Albuquerque	1	S140201	7	0	33010	1348.0	15	4	3.75
Albuquerque	1	E180010	7	0	33010	1348.0	86	6	14.33
Albuquerque	1	S140301	7	0	33010	1348.0	24	7	3.43
Albuquerque	1	S172602	7	0	33010	1348.0	108	4	27.00
Albuquerque	1		7	1	0	0.0	0	0	0.00
Aztec	64	S049904	4	0	1249	76.0	114	3	38.00
Aztec	64	E180009	4	0	1249	76.0	10	1	10.00
Aztec	64	S172306	4	0	1249	76.0	51	4	12.75
Aztec	64	E090102	4	0	1249	76.0	23	1	23.00
Aztec	64		4	1	0	0.0	0	0	0.00
Bloomfield	66	E090110	4	0	1502	0.0	9	1	9.00
Bloomfield	66	S010300	4	0	1502	0.0	26	1	26.00
Bloomfield	66	E019900	4	0	1502	0.0	100	5	20.00
Bloomfield	66	E150960	4	0	1502	0.0	15	1	15.00
Bloomfield	66		4	1	0	0.0	0	0	0.00
Capitan	40	E090103	1	0	229	14.5	19	2	9.50
Capitan	40	E150100	1	0	229	14.5	12	1	12.00
Capitan	40		1	1	0	0.0	0	0	0.00
Central	67	E150300	5	0	2956	147.0	23	2	11.50
Central	67	S171000	5	0	2956	147.0	23	2	11.50
Central	67	S140301	5	0	2956	147.0	67	3	22.33
Central	67	E090199	5	0	2956	147.0	94	6	15.67
Central	67		5	1	0	0.0	0	0	0.00
Cimarron	8	E180011	1	0	180	14.3	18	1	18.00
Cimarron	8	E180002	1	0	180	14.3	20	1	20.00
Clayton	84	E150980	2	0	292	27.5	10	1	10.00
Clayton	84	S172306	2	0	292	27.5	4	1	4.00
Clayton	84		2	1	0	0.0	0	0	0.00
Corona	38	S140200	1	0	50	5.0	19	1	19.00
Corona	38	S140300	1	0	50	5.0	3	1	3.00
Corona	38		1	1	0	0.0	0	0	0.00
Cuba	62	S170302	2	0	730	38.5	48	3	16.00
Cuba	62	S140301	2	0	730	38.5	9	1	9.00
Cuba	62	E150970	2	0	730	38.5	29	2	14.50
Cuba	62		2	1	0	0.0	0	0	0.00
Des Moines	85	E090100	1	0	163	17.0	1	1	1.00
Des Moines	85	S010100	1	0	163	17.0	29	5	5.80
Des Moines	85		1	1	0	0.0	0	0	0.00
Dexter	6	E090104	2	0	870	47.0	14	1	14.00
Dexter	6	S170301	2	0	870	47.0	61	6	10.17
Dexter	6		2	1	0	0.0	0	0	0.00
Dora	60	S140201	1	0	104	7.0	11	1	11.00
Dora	60	E150960	1	0	104	7.0	11	1	11.00
Dora	60		1	1	0	0.0	0	0	0.00
Dulce	54	S090202	2	0	0	0.0	11	1	11.00
Dulce	54	S140700	2	0	0	0.0	13	1	13.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR USOE	SIZE	PART2	1A	1B	2A	2B	2C
Dulce	54	2	1	0	0.0	0	0	0.00
Estancie	80 S090205	2	0	639	43.0	13	1	13.00
Estancia	80 S099902	2	0	639	43.0	15	1	15.00
Estancie	80 S090201	2	0	639	43.0	8	1	8.00
Estancie	80 E180004	2	0	639	43.0	60	5	12.00
Estancie	80	2	1	0	0.0	0	0	0.00
Eunice	32 E150500	2	0	817	43.0	18	1	18.00
Eunice	32 E180003	2	0	817	43.0	18	1	18.00
Eunice	32 E180009	2	0	817	43.0	17	1	17.00
Eunice	32	2	1	0	0.0	0	0	0.00
Farmington	65 S149902	5	0	3862	162.0	63	3	21.00
Farmington	65 S170302	5	0	3862	162.0	83	5	16.60
Farmington	65 E150600	5	0	3862	162.0	15	1	15.00
Farmington	65 S010500	5	0	3862	162.0	140	5	28.00
Farmington	65	5	1	0	0.0	0	0	0.00
Fort Sumner	16 S010100	1	0	137	11.0	40	5	8.00
Fort Sumner	16	1	1	0	0.0	0	0	0.00
Gallup	43 S140700	6	0	5543	250.8	10	1	10.00
Gallup	43 S070303	6	0	5543	250.8	53	2	26.50
Gallup	43 S170301	6	0	5543	250.8	22	2	11.00
Gallup	43 S172302	6	0	5543	250.8	116	5	23.20
Gallup	43	6	1	0	0.0	0	0	0.00
Grady	15 E150900	1	0	86	8.0	4	1	4.00
Grady	15 E150200	1	0	86	8.0	29	2	14.50
Grady	15	1	1	0	0.0	0	0	0.00
Hagerman	5 E180012	1	0	149	13.0	15	1	15.00
Hagerman	5	1	1	0	0.0	0	0	0.00
Hatch	18 E180012	3	0	591	0.0	40	2	20.00
Hatch	18 E150950	3	0	591	0.0	9	1	9.00
Hatch	18 S099902	3	0	591	0.0	32	2	16.00
Hatch	18 E090107	3	0	591	0.0	26	1	26.00
Hatch	18	3	1	0	0.0	0	0	0.00
Jemez Mountain	56 S010300	1	0	472	30.0	13	1	13.00
Jemez Mountain	56	1	1	0	0.0	0	0	0.00
Jemez Valley	63 E180011	3	0	527	27.0	21	1	21.00
Jemez Valley	63 S090201	3	0	527	27.0	4	1	4.00
Jemez Valley	63 E180001	3	0	527	27.0	44	2	22.00
Jemez Valley	63	3	1	0	0.0	0	0	0.00
Lake Arthur	7 E090102	1	0	83	15.0	17	1	17.00
Lake Arthur	7 E180004	1	0	83	15.0	18	1	18.00
Lake Arthur	7	1	1	0	0.0	0	0	0.00
Las Cruces	17 E150950	7	0	7944	499.0	44	2	22.00
Las Cruces	17 E090110	7	0	7944	499.0	367	17	21.59
Las Cruces	17 S140700	7	0	7944	499.0	16	1	16.00
Las Cruces	17 E090108	7	0	7944	499.0	52	2	26.00
Las Cruces	17	7	1	0	0.0	0	0	0.00
Las Vegas West	68 E180007	3	0	748	42.0	31	1	31.00
Las Vegas West	68 E180006	3	0	748	42.0	38	2	19.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	1A	1B	2A	2B	2C
Las Vegas West	68	S140201	3	0	748	42.0	33	2	16.50
Las Vegas West	68	E090199	3	0	748	42.0	19	1	19.00
Las Vegas West	68		3	1	0	0.0	0	0	0.00
Logan	51	E019900	1	0	139	11.0	21	1	21.00
Logan	51		1	1	0	0.0	0	0	0.00
Lordsburg	29	E090100	2	0	315	24.4	19	1	19.00
Lordsburg	29	E180001	2	0	315	24.4	13	2	6.50
Lordsburg	29		2	1	0	0.0	0	0	0.00
Los Alamos	41	E150600	4	0	1565	117.0	7	1	7.00
Los Alamos	41	E150000	4	0	1565	117.0	118	5	23.60
Los Alamos	41	E180003	4	0	1565	117.0	48	4	12.00
Los Alamos	41	E090103	4	0	1565	117.0	12	1	12.00
Los Alamos	41		4	1	0	0.0	0	0	0.00
Los Lunas	86	E180004	5	0	2136	225.0	79	3	26.33
Los Lunas	86	E180007	5	0	2136	225.0	16	1	16.00
Los Lunas	86		5	1	0	0.0	0	0	0.00
Loving	21	E150700	1	0	470	32.0	13	1	13.00
Loving	21		1	1	0	0.0	0	0	0.00
Lovington	31	S171300	4	0	1306	65.5	2	1	2.00
Lovington	31	E180005	4	0	1306	65.5	20	1	20.00
Lovington	31	S070303	4	0	1306	65.5	7	1	7.00
Lovington	31	E150200	4	0	1306	65.5	11	1	11.00
Lovington	31		4	1	0	0.0	0	0	0.00
Maxwell	11	E090107	1	0	54	6.4	9	1	9.00
Maxwell	11	E150000	1	0	54	6.4	9	1	9.00
Maxwell	11		1	1	0	0.0	0	0	0.00
Melrose	14	E090105	1	0	125	10.3	18	1	18.00
Melrose	14	E150950	1	0	125	10.3	15	1	15.00
Melrose	14		1	1	0	0.0	0	0	0.00
Portales	57	S179901	4	0	1100	70.0	126	5	25.20
Portales	57	E150900	4	0	1100	70.0	58	2	29.00
Portales	57	S049902	4	0	1100	70.0	73	4	18.25
Portales	57	S090201	4	0	1100	70.0	106	3	35.33
Portales	57		4	1	0	0.0	0	0	0.00
Quemado	3	E180000	1	0	86	12.3	17	1	17.00
Quemado	3		1	1	0	0.0	0	0	0.00
Raton	9	E180000	3	0	803	46.0	65	4	16.25
Raton	9	E090101	3	0	803	46.0	92	6	15.33
Raton	9		1	1	0	0.0	0	0	0.00
Roswell	4	S090201	6	0	4136	271.0	66	2	33.00
Roswell	4	S070700	6	0	4136	271.0	20	1	20.00
Roswell	4	S079900	6	0	4136	271.0	47	2	23.50
Roswell	4	E990112	6	0	4136	271.0	11	1	11.00
Roswell	4		6	1	0	0.0	0	0	0.00
Roy	27	E180005	1	0	61	6.5	11	1	11.00
Roy	27	E180009	1	0	61	6.5	2	1	2.00
Roy	27		1	1	0	0.0	0	0	0.00
Santa Fe	71	S171000	6	0	1739	282.0	17	1	17.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	1A	1B	2A	2B	2C
Santa Fe	71	S179907	6	0	1739	282.0	40	2	20.00
Santa Fe	71	S090209	6	0	1739	282.0	65	4	16.25
Santa Fe	71	S099902	6	0	1739	282.0	30	2	15.00
Santa Fe	71		6	1	0	0.0	0	0	0.00
Silver City	23	S149902	4	0	3833	240.0	155	8	19.38
Silver City	23	E090106	4	0	3833	240.0	33	1	33.00
Silver City	23	E150700	4	0	3833	240.0	26	1	26.00
Silver City	23		4	1	0	0.0	0	0	0.00
Texico	13	E150980	1	0	220	18.0	49	2	24.50
Texico	13		1	1	0	0.0	0	0	0.00
Wagon Mound	45	S140203	1	0	68	8.0	1	1	1.00
Wagon Mound	45	E180500	1	0	68	8.0	17	2	8.50
Wagon Mound	45		1	1	0	0.0	0	0	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	3A	3B	3C	3D	3E	3F	3G	3H-OB	3G-FF	3H-OT
Albuquerque	1	S049903	7	0	182	2	190	6.5	N	0	0.00	100	0	0
Albuquerque	1	S090211	7	0	182	3	190	6.5	N	0	0.00	100	0	0
Albuquerque	1	S140201	7	0	182	0	0	6.5	N	0	0.00	100	0	0
Albuquerque	1	E180010	7	0	182	0	0	6.5	N	0	0.00	100	0	0
Albuquerque	1	S140301	7	0	182	0	0	6.5	N	0	0.00	100	0	0
Albuquerque	1	S172602	7	0	182	0	0	6.5	N	0	0.00	100	0	0
Albuquerque	1		7	1	0	0	0	0.0		0	0.00	0	0	0
Aztec	64	S049904	4	0	183	0	0	7.8	N	0	0.00	0	0	0
Aztec	64	E180009	4	0	183	0	0	7.8	N	0	0.00	0	0	0
Aztec	64	S172306	4	0	183	0	0	7.8	N	0	0.00	0	0	0
Aztec	64	E090102	4	0	183	0	0	7.8	N	0	0.00	0	0	0
Aztec	64		4	1	0	0	0	0.0		0	0.00	0	0	0
Bloomfield	66	E090110	4	0	180	1	0	0.0		0	0.00	0	0	0
Bloomfield	66	S010300	4	0	180	0	0	7.5		0	0.00	100	0	0
Bloomfield	66	E019900	4	0	180	0	0	7.5	Y	1	0.00	100	0	0
Bloomfield	66	E150960	4	0	180	0	0	7.5	N	0	0.00	0	0	0
Bloomfield	66		4	1	0	0	0	0.0		0	0.00	0	0	0
Capitan	40	E090103	1	0	181	1	191	7.5	N	0	0.00	100	0	0
Capitan	40	E150100	1	0	181	1	191	7.5	N	0	0.00	0	0	0
Capitan	40		1	1	0	0	0	0.0		0	0.00	0	0	0
Central	67	E150300	5	0	183	0	0	7.0	N	0	0.00	0	0	0
Central	67	S171000	5	0	183	0	0	7.0	N	0	0.00	0	0	0
Central	67	S140301	5	0	183	0	0	7.0	N	0	0.00	0	0	0
Central	67	E090199	5	0	183	0	0	7.0	N	0	0.00	0	0	0
Central	67		5	1	0	0	0	0.0		0	0.00	0	0	0
Cimarron	8	E180011	1	0	160	0	0	8.0	N	0	0.00	0	0	0
Cimarron	8	E180002	1	0	160	0	0	8.0	N	0	0.00	0	0	0
Clayton	84	E150980	2	0	180	0	0	7.5	N	0	0.00	0	0	0
Clayton	84	S172306	2	0	180	1	0	7.5	N	0	0.00	0	0	0
Clayton	84		2	1	0	0	0	0.0		0	0.00	0	0	0
Corona	38	S140200	1	0	149	0	0	7.5	N	0	0.00	0	0	0
Corona	38	S140300	1	0	149	0	0	7.5	N	0	0.00	0	0	0
Corona	38		1	1	0	0	0	0.0		0	0.00	0	0	0
Cuba	62	S170302	2	0	181	0	0	7.5	N	0	0.00	0	0	0
Cuba	62	S140301	2	0	181	0	0	7.5	N	0	0.00	0	0	0
Cuba	62	E150970	2	0	180	0	0	7.5	N	0	0.00	0	0	0
Cuba	62		2	1	0	0	0	0.0		0	0.00	0	0	0
Des Moines	85	E090100	1	0	183	0	0	7.5	N	0	0.00	0	0	0
Des Moines	85	S010100	1	0	183	1	223	7.5	N	0	0.00	0	0	0
Des Moines	85		1	1	0	0	0	0.0		0	0.00	0	0	0
Dexter	6	E090104	2	0	182	0	0	7.0	N	0	0.00	0	0	0
Dexter	6	S170301	2	0	182	0	0	7.0	N	0	0.00	0	0	0
Dexter	6		2	1	0	0	0	0.0		0	0.00	0	0	0
Dora	60	S140201	1	0	157	1	161	7.0	N	0	0.00	0	0	0
Dora	60	E150960	1	0	157	1	161	7.0	N	0	0.00	0	0	0
Dora	60		1	1	0	0	0	0.0		0	0.00	0	0	0
Dulce	54	S090202	2	0	180	0	0	7.0	Y	1	0.00	0	0	0
Dulce	54	S140700	2	0	180	0	0	7.0	Y	1	0.00	0	0	0

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	3A	3B	3C	3D	3E	3F	3G	3H-OB	3G-FF	3H-OT
Dulce	54		2	1	0	0	0	0.0		0	0.00	0	0	0
Estancia	80	S090205	2	0	185	1	0	6.5	N	0	0.00	0	0	0
Estancia	80	S099902	2	0	185	1	0	6.5	N	0	0.00	0	0	0
Estancia	80	S090201	2	0	185	1	0	6.5	N	0	0.00	0	0	0
Estancia	80	E180004	2	0	185	1	0	6.5	N	0	0.00	0	0	0
Estancia	80		2	1	0	0	0	0.0		0	0.00	0	0	0
Eunice	32	E150500	2	0	183	1	203	7.0	N	0	0.00	0	0	0
Eunice	32	E180003	2	0	183	1	203	7.0	N	0	0.00	0	0	0
Eunice	32	E180009	2	0	183	1	203	7.0	N	0	0.00	0	0	0
Eunice	32		2	1	0	0	0	0.0		0	0.00	0	0	0
Farmington	65	S149902	5	0	184	1	194	7.0	N	0	0.00	0	0	0
Farmington	65	S170302	5	0	184	1	194	7.0	N	0	0.00	0	0	0
Farmington	65	E150600	5	0	184	0	0	7.0	N	0	0.00	0	0	0
Farmington	65	S010500	5	0	184	1	194	7.0	N	0	0.00	0	0	0
Farmington	65		5	1	0	0	0	0.0		0	0.00	0	0	0
Fort Sumner	16	S010100	1	0	183	1	223	7.0	Y	1	0.00	100	0	0
Fort Sumner	16		1	1	0	0	0	0.0		0	0.00	0	0	0
Gallup	43	S140700	6	0	180	0	0	6.2	N	0	0.00	0	0	0
Gallup	43	S070303	6	0	180	0	200	6.2	N	0	0.00	0	0	0
Gallup	43	S170301	6	0	180	1	200	6.2	N	0	0.00	0	0	0
Gallup	43	S172302	6	0	180	1	200	6.2	N	0	0.00	0	0	0
Gallup	43		6	1	0	0	0	0.0		0	0.00	0	0	0
Grady	15	E150900	1	0	155	0	0	0.0	N	0	0.00	0	0	0
Grady	15	E150200	1	0	155	0	0	8.0	N	0	0.00	0	0	0
Grady	15		1	1	0	0	0	0.0		0	0.00	0	0	0
Hagerman	5	E180012	1	0	183	1	200	6.5	N	0	0.00	0	0	0
Hagerman	5		1	1	0	0	0	0.0		0	0.00	0	0	0
Hatch	18	E180012	3	0	182	0	0	7.5	N	0	0.00	0	0	0
Hatch	18	E150950	3	0	182	0	0	7.5	N	0	0.00	0	0	0
Hatch	18	S099902	3	0	182	0	0	7.5	N	0	0.00	0	0	0
Hatch	18	E090107	3	0	182	0	0	7.5	N	0	0.00	0	0	0
Hatch	18		3	1	0	0	0	0.0		0	0.00	0	0	0
Jemez Mountain	56	S010300	1	0	180	1	202	7.0	N	0	0.00	0	0	0
Jemez Mountain	56		1	1	0	0	0	0.0		0	0.00	0	0	0
Jemez Valley	63	E180011	3	0	182	0	0	6.5	N	0	0.00	0	0	0
Jemez Valley	63	S090201	3	0	182	0	0	6.5	N	0	0.00	0	0	0
Jemez Valley	63	E180001	3	0	182	0	0	6.5	N	0	0.00	0	0	0
Jemez Valley	63		3	1	0	0	0	0.0		0	0.00	0	0	0
Lake Arthur	7	E090102	1	0	183	0	0	7.5	N	0	0.00	0	0	0
Lake Arthur	7	E180004	1	0	183	0	0	7.5	N	0	0.00	0	0	0
Lake Arthur	7		1	1	0	0	0	0.0		0	0.00	0	0	0
Las Cruces	17	E150950	7	0	182	0	0	7.5	N	0	0.00	0	0	0
Las Cruces	17	E090110	7	0	182	0	0	7.5	N	0	0.00	0	0	0
Las Cruces	17	S140700	7	0	182	0	0	7.6	N	0	0.00	0	0	0
Las Crucas	17	E090108	7	0	182	0	0	7.5	N	0	0.00	0	0	0
Las Cruces	17		7	1	0	0	0	0.0		0	0.00	0	0	0
Las Vegas West	68	E180007	3	0	182	0	0	6.8	N	0	0.00	0	0	0
Las Vegas West	68	E180006	3	0	182	0	0	6.8	N	0	0.00	0	0	0

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	3A	3B	3C	3D	3E	3F	3G	3H-OB	3G-FF	3H-OT
Las Vegas West	68	S140201	3	0	182	0	0	6.8	N	0	0.00	0	0	0
Las Vegas West	68	E090199	3	0	182	0	0	6.8	N	0	0.00	0	0	0
Las Vegas West	68		3	1	0	0	0	0.0		0	0.00	0	0	0
Logan	51	E019900	1	0	147	1	187	7.5	N	0	0.00	0	0	0
Logan	51		1	1	0	0	0	0.0		0	0.00	0	0	0
Lordsburg	29	E090100	2	0	182	0	0	7.8	N	0	0.00	0	0	0
Lordsburg	29	E180001	2	0	182	0	0	0.0	N	0	0.00	0	0	0
Lordsburg	29		2	1	0	0	0	0.0		0	0.00	0	0	0
Los Alamos	41	E150600	4	0	184	1	204	7.0	N	0	0.00	0	0	0
Los Alamos	41	E150000	4	0	184	0	0	7.0	N	0	0.00	0	0	0
Los Alamos	41	E180003	4	0	184	0	0	7.0	N	0	0.00	0	0	0
Los Alamos	41	E090103	4	0	184	0	0	7.0	N	0	0.00	0	0	0
Los Alamos	41		4	1	0	0	0	0.0		0	0.00	0	0	0
Los Lunas	86	E180004	5	0	182	0	0	7.5	N	0	0.00	0	0	0
Los Lunas	86	E180007	5	0	182	0	0	7.5	N	0	0.00	0	0	0
Los Lunas	86		5	1	0	0	0	0.0		0	0.00	0	0	0
Loving	21	E150700	1	0	182	0	0	6.5	N	0	0.00	0	0	0
Loving	21		1	1	0	0	0	0.0		0	0.00	0	0	0
Lovington	31	S171300	4	0	184	0	0	7.5	N	0	0.00	0	0	0
Lovington	31	E180005	4	0	184	1	0	7.5	N	0	0.00	0	0	0
Lovington	31	S070303	4	0	184	0	0	7.5	N	0	0.00	0	0	0
Lovington	31	E150200	4	0	184	1	0	7.5	N	0	0.00	0	0	0
Lovington	31		4	1	0	0	0	0.0		0	0.00	0	0	0
Maxwell	11	E090107	1	0	148	0	0	8.0	N	0	0.00	0	0	0
Maxwell	11	E150000	1	0	148	0	0	8.0	N	0	0.00	0	0	0
Maxwell	11		1	1	0	0	0	0.0		0	0.00	0	0	0
Melrose	14	E090105	1	0	184	0	0	7.0	N	0	0.00	0	0	0
Melrose	14	E150950	1	0	184	0	0	7.0	N	0	0.00	0	0	0
Melrose	14		1	1	0	0	0	0.0		0	0.00	0	0	0
Portales	57	S179901	4	0	182	0	0	7.5	N	0	0.00	0	0	0
Portales	57	E150900	4	0	182	0	0	7.5	N	0	0.00	0	0	0
Portales	57	S049902	4	0	182	0	0	7.5	N	0	0.00	0	0	0
Portales	57	S090201	4	0	182	0	0	7.5	N	0	0.00	0	0	0
Portales	57		4	1	0	0	0	0.0		0	0.00	0	0	0
Quemado	3	E180000	1	0	158	1	0	7.5	N	0	0.00	0	0	0
Quemado	3		1	1	0	0	0	0.0		0	0.00	0	0	0
Raton	9	E180000	3	0	181	0	0	7.0	N	0	0.00	0	0	0
Raton	9	E090101	3	0	181	1	184	7.0	N	0	0.00	0	0	0
Raton	9		1	1	0	0	0	0.0		0	0.00	0	0	0
Roswell	4	S090201	6	0	180	0	0	7.0	N	0	0.00	0	0	0
Roswell	4	S070700	6	0	180	1	190	7.0	Y	1	1.00	100	0	0
Roswell	4	S079900	6	0	180	1	190	7.0	Y	1	1.00	0	0	0
Roswell	4	E990112	6	0	180	0	0	7.0	N	0	0.00	0	0	0
Roswell	4		6	1	0	0	0	0.0		0	0.00	0	0	0
Roy	27	E180005	1	0	146	0	0	8.0	N	0	0.00	0	0	0
Roy	27	E180009	1	0	146	0	0	8.0	N	0	0.00	0	0	0
Roy	27		1	1	0	0	0	0.0		0	0.00	0	0	0
Santa Fe	71	S171000	6	0	182	1	192	7.5	N	0	0.00	100	0	0

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	3A	3B	3C	3D	3E	3F	3G	3H-OB	3G-FF	3H-OT
Santa Fe	71	S179907	6	0	182	1	192	7.5	N	0	0.00	0	0	0
Santa Fe	71	S090209	6	0	182	0	0	7.5	N	0	0.00	0	0	0
Santa Fe	71	S099902	6	0	182	0	0	7.5	N	0	0.00	0	0	0
Santa Fe	71		6	1	0	0	0	0.0		0	0.00	0	0	0
Silver City	23	S149902	4	0	181	1	0	7.5	N	0	0.00	0	0	0
Silver City	23	E090106	4	0	181	0	0	7.5	N	0	0.00	0	0	0
Silver City	23	E150700	4	0	181	0	0	7.5	N	0	0.00	0	0	0
Silver City	23		4	1	0	0	0	0.0		0	0.00	0	0	0
Texico	13	E150980	1	0	183	0	0	7.0	N	0	0.00	0	0	0
Texico	13		1	1	0	0	0	0.0		0	0.00	0	0	0
Wagon Mound	45	S140203	1	0	183	0	0	6.0	N	0	0.00	0	0	0
Wagon Mound	45	E180500	1	0	183	0	0	6.0	N	0	0.00	0	0	0
Wagon Mound	45		1	1	0	0	0	0.0		0	0.00	0	0	0

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	4A	4B	4C	4D	5A	5B-ACT	5B-EST
Albuquerque	1	S049903	7	0	N	0	0	0.000	Y	0.00	4439.00
Albuquerque	1	S090211	7	0	N	0	0	0.000	N	0.00	0.00
Albuquerque	1	S140201	7	0	N	0	0	0.000	N	0.00	0.00
Albuquerque	1	E180010	7	0	N	0	0	0.000	N	0.00	0.00
Albuquerque	1	S140301	7	0	N	0	0	0.000	N	0.00	0.00
Albuquerque	1	S172602	7	0	N	0	0	0.000	N	0.00	0.00
Albuquerque	1		7	1		0	0	0.000		0.00	0.00
Aztec	64	S049904	4	0	N	0	0	0.000	Y	0.00	0.00
Aztec	64	E180009	4	0	N	0	0	0.000	N	0.00	0.00
Aztec	64	S172306	4	0	N	0	0	0.000	N	0.00	0.00
Aztec	64	E090102	4	0	N	0	0	0.000	Y	0.00	0.00
Aztec	64		4	1		0	0	0.000		0.00	0.00
Bloomfield	66	E090110	4	0	N	0	0	0.000	N	0.00	0.00
Bloomfield	66	S010300	4	0	N	0	0	0.000	N	0.00	0.00
Bloomfield	66	E019900	4	0	N	0	0	0.000	N	0.00	0.00
Bloomfield	66	E150960	4	0	N	0	0	0.000	N	0.00	0.00
Bloomfield	66		4	1		0	0	0.000		0.00	0.00
Capitan	40	E090103	1	0	N	0	0	0.000	N	0.00	0.00
Capitan	40	E150100	1	0	N	0	0	0.000	N	0.00	0.00
Capitan	40		1	1		0	0	0.000		0.00	0.00
Central	67	E150300	5	0	N	0	0	0.000	N	0.00	0.00
Central	67	S171000	5	0	N	0	0	0.000	N	0.00	0.00
Central	67	S140301	5	0	N	0	0	0.000	N	0.00	0.00
Central	67	E090199	5	0	N	0	0	0.000	N	0.00	0.00
Central	67		5	1		0	0	0.000		0.00	0.00
Cimarron	8	E180011	1	0	N	0	0	0.000	N	0.00	0.00
Cimarron	8	E180002	1	0	N	0	0	0.000	N	0.00	0.00
Clayton	84	E150980	2	0	N	0	0	0.000	N	0.00	0.00
Clayton	84	S172306	2	0	N	0	0	0.000	N	0.00	0.00
Clayton	84		2	1		0	0	0.000		0.00	0.00
Corona	38	S140200	1	0	N	0	0	0.000	N	0.00	0.00
Corona	38	S140300	1	0	N	0	0	0.000	N	0.00	0.00
Corona	38		1	1		0	0	0.000		0.00	0.00
Cuba	62	S170302	2	0	N	0	0	0.000	N	0.00	0.00
Cuba	62	S140301	2	0	N	0	0	0.000	N	0.00	0.00
Cuba	62	E150970	2	0	N	0	0	0.000	N	0.00	0.00
Cuba	62		2	1		0	0	0.000		0.00	0.00
Des Moines	85	E090100	1	0	N	0	0	0.000	N	0.00	0.00
Des Moines	85	S010100	1	0	N	0	0	0.000	Y	0.00	0.00
Des Moines	85		1	1		0	0	0.000		0.00	0.00
Dexter	6	E090104	2	0	N	0	0	0.000	N	0.00	0.00
Dexter	6	S170301	2	0	N	0	0	0.000	N	0.00	0.00
Dexter	6		2	1		0	0	0.000		0.00	0.00
Dora	60	S140201	1	0	N	0	0	0.000	N	0.00	0.00
Dora	60	E150960	1	0	N	0	0	0.000	N	0.00	0.00
Dora	60		1	1		0	0	0.000		0.00	0.00
Dulce	54	S090202	2	0	Y	0	1	0.000	N	0.00	0.00
Dulce	54	S140700	2	0	Y	0	1	0.000	N	0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	4A	4B	4C	4D	5A	5B-ACT	5B-EST
Dulce	54		2	1		0	0	0.000		0.00	0.00
Estancia	80	S090205	2	0	N	0	0	0.000	N	0.00	0.00
Estancia	80	S099902	2	0	N	0	0	0.000	N	0.00	0.00
Estancia	80	S090201	2	0	N	0	0	0.000	N	0.00	0.00
Estancia	80	E180004	2	0		0	0	0.000	N	0.00	0.00
Estancia	80		2	1		0	0	0.000		0.00	0.00
Eunice	32	E150500	2	0	N	0	0	0.000	N	0.00	0.00
Eunice	32	E180003	2	0	N	0	0	0.000	N	0.00	0.00
Eunice	32	E180009	2	0	N	0	0	0.000	N	0.00	0.00
Eunice	32		2	1		0	0	0.000		0.00	0.00
Farmington	65	S149902	5	0	N	0	0	0.000	Y	59514.00	0.00
Farmington	65	S170302	5	0	N	0	0	0.000	N	0.00	0.00
Farmington	65	E150600	5	0	N	0	0	0.000	N	0.00	0.00
Farmington	65	S010500	5	0	N	0	0	0.000	Y	0.00	0.00
Farmington	65		5	1		0	0	0.000		0.00	0.00
Fort Sumner	16	S010100	1	0	N	0	0	0.000	N	0.00	0.00
Fort Sumner	16		1	1		0	0	0.000		0.00	0.00
Gallup	43	S140700	6	0	N	0	0	0.000	N	0.00	0.00
Gallup	43	S070303	6	0	Y	0	1	2.500	Y	0.00	500.00
Gallup	43	S170301	6	0	Y	0	1	2.000	N	0.00	0.00
Gallup	43	S172302	6	0	Y	0	2	3.000	N	0.00	0.00
Gallup	43		6	1		0	0	0.000		0.00	0.00
Grady	15	E150900	1	0	N	0	0	0.000	N	0.00	0.00
Grady	15	E150200	1	0	N	0	0	0.000	N	0.00	0.00
Grady	15		1	1		0	0	0.000		0.00	0.00
Hagerman	5	E180012	1	0	N	0	0	0.000	N	0.00	0.00
Hagerman	5		1	1		0	0	0.000		0.00	0.00
Hatch	18	E180012	3	0	N	0	0	0.000	N	0.00	0.00
Hatch	18	E150950	3	0	N	0	0	0.000	N	0.00	0.00
Hatch	18	S099902	3	0	N	0	0	0.000	N	0.00	0.00
Hatch	18	E090107	3	0	N	0	0	0.000		0.00	0.00
Hatch	18		3	1		0	0	0.000		0.00	0.00
Jemez Mountain	56	S010300	1	0	N	0	0	0.000	N	0.00	0.00
Jemez Mountain	56		1	1		0	0	0.000		0.00	0.00
Jemez Valley	63	E180011	3	0	N	0	0	0.000	N	0.00	0.00
Jemez Valley	63	S090201	3	0	Y	1	0	0.000	Y	0.00	0.00
Jemez Valley	63	E180001	3	0	N	0	0	0.000	N	0.00	0.00
Jemez Valley	63		3	1		0	0	0.000		0.00	0.00
Lake Arthur	7	E090102	1	0	N	0	0	0.000	N	0.00	0.00
Lake Arthur	7	E180004	1	0	N	0	0	0.000	N	0.00	0.00
Lake Arthur	7		1	1		0	0	0.000		0.00	0.00
Las Cruces	17	E150950	7	0	N	0	0	0.000	N	0.00	0.00
Las Cruces	17	E090110	7	0	N	0	0	0.000	N	0.00	0.00
Las Cruces	17	S140700	7	0	N	0	0	0.000	N	0.00	0.00
Las Cruces	17	E090108	7	0	N	0	0	0.000	N	0.00	0.00
Las Cruces	17		7	1		0	0	0.000		0.00	0.00
Las Vegas West	68	E180007	3	0	N	0	0	0.000	N	0.00	0.00
Las Vegas West	68	E180006	3	0	N	0	0	0.000	N	0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	4A	4B	4C	4D	5A	5B-ACT	5B-EST
Las Vegas West	68	S140201	3	0	N	0	0	0.000	N	0.00	0.00
Las Vegas West	68	E090199	3	0	N	0	0	0.000	N	0.00	0.00
Las Vegas West	68		3	1		0	0	0.000		0.00	0.00
Logan	51	E019900	1	0	N	0	0	0.000	N	0.00	0.00
Logan	51		1	1		0	0	0.000		0.00	0.00
Lordsburg	29	E090100	2	0	N	0	0	0.000	N	0.00	0.00
Lordsburg	29	E180001	2	0	N	0	0	0.000	N	0.00	0.00
Lordsburg	29		2	1		0	0	0.000		0.00	0.00
Los Alamos	41	E150600	4	0	Y	0	1	3.500	N	0.00	0.00
Los Alamos	41	E150000	4	0	Y	0	1	3.500	N	0.00	0.00
Los Alamos	41	E180003	4	0	Y	0	1	3.500	N	0.00	0.00
Los Alamos	41	E090103	4	0	Y	0	1	3.500	N	0.00	0.00
Los Alamos	41		4	1		0	0	0.000		0.00	0.00
Los Lunas	86	E180004	5	0	N	0	0	0.000	N	0.00	0.00
Los Lunas	86	E180007	5	0	N	0	0	0.000	N	0.00	0.00
Los Lunas	86		5	1		0	0	0.000		0.00	0.00
Loving	21	E150700	1	0	N	0	0	0.000	N	0.00	0.00
Loving	21		1	1		0	0	0.000		0.00	0.00
Lovington	31	S171300	4	0	N	0	0	0.000	N	0.00	0.00
Lovington	31	E180005	4	0	N	0	0	0.000	N	0.00	0.00
Lovington	31	S070303	4	0	N	0	0	0.000	N	0.00	0.00
Lovington	31	E150200	4	0	N	0	0	0.000	N	0.00	0.00
Lovington	31		4	1		0	0	0.000		0.00	0.00
Maxwell	11	E090107	1	0	N	0	0	0.000	N	0.00	0.00
Maxwell	11	E150000	1	0	N	0	0	0.000	N	0.00	0.00
Maxwell	11		1	1		0	0	0.000		0.00	0.00
Melrose	14	E090105	1	0	N	0	0	0.000	N	0.00	0.00
Melrose	14	E150950	1	0	N	0	0	0.000	N	0.00	0.00
Melrose	14		1	1		0	0	0.000		0.00	0.00
Portales	57	S179901	4	0	N	0	0	0.000	Y	0.00	0.00
Portales	57	E150900	4	0	N	0	0	0.000	Y	0.00	0.00
Portales	57	S049902	4	0	N	0	0	0.000	Y	0.00	0.00
Portales	57	S090201	4	0	N	0	0	0.000	Y	0.00	0.00
Portales	57		4	1		0	0	0.000		0.00	0.00
Quemado	3	E180000	1	0	N	0	0	0.000	N	0.00	0.00
Quemado	3		1	1		0	0	0.000		0.00	0.00
Raton	9	E180000	3	0	N	0	0	0.000	N	0.00	0.00
Raton	9	E090101	3	0	N	0	0	0.000	N	0.00	0.00
Raton	9		1	1		0	0	0.000		0.00	0.00
Roswell	4	S090201	6	0	N	0	0	0.000	N	0.00	0.00
Roswell	4	S070700	6	0	N	0	0	0.000	Y	0.00	0.00
Roswell	4	S079900	6	0	N	0	0	0.000		0.00	0.00
Roswell	4	E990112	6	0		0	0	0.000	N	0.00	0.00
Roswell	4		6	1		0	0	0.000		0.00	0.00
Roy	27	E180005	1	0	N	0	0	0.000	N	0.00	0.00
Roy	27	E180009	1	0	N	0	0	0.000	N	0.00	0.00
Roy	27		1	1		0	0	0.000		0.00	0.00
Santa Fe	71	S171000	6	0	N	0	0	0.000	N	0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	4A	4B	4C	4D	5A	5B-ACT	5B-EST
Santa Fe	71	S179907	6	0	N	0	0	0.000	Y	300.00	0.00
Santa Fe	71	S090209	6	0	N	0	0	0.000	Y	0.00	0.00
Santa Fe	71	S099902	6	0	N	0	0	0.000	Y	300.00	0.00
Santa Fe	71		6	1		0	0	0.000		0.00	0.00
Silver City	23	S149902	4	0	N	0	0	0.000	Y	5000.00	0.00
Silver City	23	E090106	4	0	N	0	0	0.000	N	0.00	0.00
Silver City	23	E150700	4	0	N	0	0	0.000	N	0.00	0.00
Silver City	23		4	1		0	0	0.000		0.00	0.00
Texico	13	E150980	1	0	N	0	0	0.000	N	0.00	0.00
Texico	13		1	1		0	0	0.000		0.00	0.00
Wagon Mound	45	S140203	1	0	N	0	0	0.000	N	0.00	0.00
Wagon Mound	45	E180500	1	0	N	0	0	0.000	N	0.00	0.00
Wagon Mound	45		1	1		0	0	0.000		0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	6A-ACT	6A-EST	6B-ACT	6B-EST
Albuquerque	1	S049903	7	0	0.00	1138845.00	324.00	0.00
Albuquerque	1	S090211	7	0	0.00	1138845.00	2744.00	0.00
Albuquerque	1	S140201	7	0	0.00	1138845.00	1052.00	0.00
Albuquerque	1	E180010	7	0	0.00	1138845.00	173.00	0.00
Albuquerque	1	S140301	7	0	0.00	1138845.00	2048.00	0.00
Albuquerque	1	S172602	7	0	0.00	1138845.00	0.00	0.00
Albuquerque	1		7	1	0.00	0.00	0.00	0.00
Aztec	64	S049904	4	0	0.00	50000.00	800.00	0.00
Aztec	64	E180009	4	0	0.00	50000.00	635.00	0.00
Aztec	64	S172306	4	0	0.00	50000.00	2540.00	0.00
Aztec	64	E090102	4	0	0.00	50000.00	420.00	0.00
Aztec	64		4	1	0.00	0.00	0.00	0.00
Bloomfield	66	E090110	4	0	914.00	0.00	50.00	0.00
Bloomfield	66	S010300	4	0	672.00	0.00	0.00	0.00
Bloomfield	66	E019900	4	0	672.00	0.00	75.00	0.00
Bloomfield	66	E150960	4	0	954.00	0.00	25.00	0.00
Bloomfield	66		4	1	0.00	0.00	0.00	0.00
Capitan	40	E090103	1	0	8500.00	0.00	285.00	0.00
Capitan	40	E150100	1	0	8500.00	0.00	108.00	0.00
Capitan	40		1	1	0.00	0.00	0.00	0.00
Central	67	E150300	5	0	9278.00	0.00	500.00	0.00
Central	67	S171000	5	0	9278.00	0.00	461.00	0.00
Central	67	S140301	5	0	9278.00	0.00	350.00	0.00
Central	67	E090199	5	0	9278.00	0.00	2053.00	0.00
Central	67		5	1	0.00	0.00	0.00	0.00
Cimarron	8	E180011	1	0	13395.00	0.00	1560.00	0.00
Cimarron	8	E180002	1	0	13395.00	0.00	880.00	0.00
Clayton	84	E150980	2	0	0.00	19263.00	0.00	25.00
Clayton	84	S172306	2	0	0.00	19263.00	0.00	143.00
Clayton	84		2	1	0.00	0.00	0.00	0.00
Corona	38	S140200	1	0	0.00	1500.00	87.00	0.00
Corona	38	S140300	1	0	0.00	1500.00	87.00	0.00
Corona	38		1	1	0.00	0.00	0.00	0.00
Cuba	62	S170302	2	0	77572.00	0.00	1391.00	0.00
Cuba	62	S140301	2	0	77572.00	0.00	50.00	0.00
Cuba	62	E150970	2	0	77572.00	0.00	100.00	0.00
Cuba	62		2	1	0.00	0.00	0.00	0.00
Des Moines	85	E090100	1	0	7200.00	0.00	85.00	0.00
Des Moines	85	S010100	1	0	7200.00	0.00	0.00	831.00
Des Moines	85		1	1	0.00	0.00	0.00	0.00
Dexter	6	E090104	2	0	0.00	39000.00	0.00	338.00
Dexter	6	S170301	2	0	0.00	39000.00	0.00	3333.00
Dexter	6		2	1	0.00	0.00	0.00	0.00
Dora	60	S140201	1	0	0.00	2600.00	274.00	0.00
Dora	60	E150960	1	0	0.00	2600.00	274.00	0.00
Dora	60		1	1	0.00	0.00	0.00	0.00
Dulce	54	S090202	2	0	300.00	0.00	95.00	0.00
Dulce	54	S140700	2	0	0.00	0.00	82.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	6A-ACT	6A-EST	6B-ACT	6B-EST
Dulce	54		2	1	0.00	0.00	0.00	0.00
Estancia	80	S090205	2	0	0.00	8542.00	59.00	0.00
Estancia	80	S099902	2	0	0.00	8542.00	59.00	0.00
Estancia	80	S090201	2	0	0.00	8542.00	59.00	0.00
Estancia	80	E180004	2	0	0.00	8542.00	3568.00	0.00
Estancia	80		2	1	0.00	0.00	0.00	0.00
Eunice	32	E150500	2	0	12150.00	0.00	91.00	0.00
Eunice	32	E180003	2	0	12150.00	0.00	2744.00	0.00
Eunice	32	E180009	2	0	12150.00	0.00	1372.00	0.00
Eunice	32		2	1	0.00	0.00	0.00	0.00
Farmington	65	S149902	5	0	0.00	160000.00	1140.00	0.00
Farmington	65	S170302	5	0	0.00	160000.00	3600.00	0.00
Farmington	65	E150600	5	0	0.00	160000.00	0.00	0.00
Farmington	65	S010500	5	0	0.00	160000.00	930.00	0.00
Farmington	65		5	1	0.00	0.00	0.00	0.00
Fort Sumner	16	S010100	1	0	0.00	9000.00	1933.00	0.00
Fort Sumner	16		1	1	0.00	0.00	0.00	0.00
Gallup	43	S140700	6	0	121427.00	0.00	43.00	0.00
Gallup	43	S070303	6	0	121427.00	0.00	4300.00	0.00
Gallup	43	S170301	6	0	121427.00	0.00	520.00	0.00
Gallup	43	S172302	6	0	121427.00	0.00	2000.00	0.00
Gallup	43		6	1	0.00	0.00	0.00	0.00
Grady	15	E150900	1	0	0.00	7298.00	137.00	0.00
Grady	15	E150200	1	0	0.00	7298.00	273.00	0.00
Grady	15		1	1	0.00	0.00	0.00	0.00
Hagerman	5	E180012	1	0	18000.00	0.00	396.00	0.00
Hagerman	5		1	1	0.00	0.00	0.00	0.00
Hatch	18	E180012	3	0	0.00	300.00	0.00	500.00
Hatch	18	E150950	3	0	0.00	300.00	0.00	0.00
Hatch	18	S099902	3	0	0.00	300.00	833.00	0.00
Hatch	18	E090107	3	0	0.00	0.00	417.00	0.00
Hatch	18		3	1	0.00	0.00	0.00	0.00
Jemez Mountain	56	S010300	1	0	6970.00	0.00	333.00	0.00
Jemez Mountain	56		1	1	0.00	0.00	0.00	0.00
Jemez Valley	63	E180011	3	0	0.00	0.00	380.00	0.00
Jemez Valley	63	S090201	3	0	0.00	0.00	483.00	0.00
Jemez Valley	63	E180001	3	0	0.00	0.00	760.00	0.00
Jemez Valley	63		3	1	0.00	0.00	0.00	0.00
Lake Arthur	7	E090102	1	0	6100.00	0.00	100.00	0.00
Lake Arthur	7	E180004	1	0	6100.00	0.00	300.00	0.00
Lake Arthur	7		1	1	0.00	0.00	0.00	0.00
Las Cruces	17	E150950	7	0	32596.00	0.00	57.00	0.00
Las Cruces	17	E090110	7	0	32596.00	0.00	4800.00	0.00
Las Cruces	17	S140700	7	0	32596.00	0.00	57.00	0.00
Las Cruces	17	E090108	7	0	32596.00	0.00	300.00	0.00
Las Cruces	17		7	1	0.00	0.00	0.00	0.00
Las Vegas West	68	E180007	3	0	8400.00	0.00	764.00	0.00
Las Vegas West	68	E180006	3	0	8400.00	0.00	0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	6A-ACT	6A-EST	6B-ACT	6B-EST
Las Vegas West	68	S140201	3	0	8400.00	0.00	0.00	0.00
Las Vegas West	68	E090199	3	0	8400.00	0.00	300.00	0.00
Las Vegas West	68		3	1	0.00	0.00	0.00	0.00
Logan	51	E019900	1	0	0.00	16500.00	142.00	0.00
Logan	51		1	1	0.00	0.00	0.00	0.00
Lordsburg	29	E090100	2	0	0.00	22200.00	436.00	0.00
Lordsburg	29	E180001	2	0	0.00	22200.00	705.00	0.00
Lordsburg	29		2	1	0.00	0.00	0.00	0.00
Los Alamos	41	E150600	4	0	100590.00	0.00	0.00	155.00
Los Alamos	41	E150000	4	0	100590.00	0.00	0.00	2000.00
Los Alamos	41	E180003	4	0	100590.00	0.00	1200.00	0.00
Los Alamos	41	E090103	4	0	100590.00	0.00	450.00	0.00
Los Alamos	41		4	1	0.00	0.00	0.00	0.00
Los Lunas	86	E180004	5	0	0.00	0.00	0.00	0.00
Los Lunas	86	E180007	5	0	0.00	0.00	0.00	0.00
Los Lunas	86		5	1	0.00	0.00	0.00	0.00
Loving	21	E150700	1	0	893.00	0.00	196.00	0.00
Loving	21		1	1	0.00	0.00	0.00	0.00
Lovington	31	S171300	4	0	31000.00	0.00	0.00	0.00
Lovington	31	E180005	4	0	31000.00	0.00	131.00	0.00
Lovington	31	S070303	4	0	31000.00	0.00	0.00	0.00
Lovington	31	E150200	4	0	31000.00	0.00	156.00	0.00
Lovington	31		4	1	0.00	0.00	0.00	0.00
Maxwell	11	E090107	1	0	0.00	3822.00	50.00	0.00
Maxwell	11	E150000	1	0	0.00	3822.00	82.00	0.00
Maxwell	11		1	1	0.00	0.00	0.00	0.00
Melrose	14	E090105	1	0	0.00	18000.00	122.00	0.00
Melrose	14	E150950	1	0	0.00	18000.00	150.00	0.00
Melrose	14		1	1	0.00	0.00	0.00	0.00
Portales	57	S179901	4	0	0.00	0.00	0.00	0.00
Portales	57	E150900	4	0	0.00	0.00	0.00	0.00
Portales	57	S049902	4	0	0.00	0.00	0.00	0.00
Portales	57	S090201	4	0	0.00	0.00	0.00	0.00
Portales	57		4	1	0.00	0.00	0.00	0.00
Quemado	3	E180000	1	0	7900.00	0.00	576.00	0.00
Quemado	3		1	1	0.00	0.00	0.00	0.00
Raton	9	E180000	3	0	0.00	26000.00	0.00	0.00
Raton	9	E090101	3	0	0.00	26000.00	0.00	0.00
Raton	9		1	1	0.00	0.00	0.00	0.00
Roswell	4	S090201	6	0	205789.00	0.00	0.00	0.00
Roswell	4	S070700	6	0	205789.00	0.00	0.00	0.00
Roswell	4	S079900	6	0	205789.00	0.00	0.00	0.00
Roswell	4	E990112	6	0	205789.00	0.00	0.00	0.00
Roswell	4		6	1	0.00	0.00	0.00	0.00
Roy	27	E180005	1	0	0.00	3000.00	0.00	125.00
Roy	27	E180009	1	0	0.00	3000.00	0.00	125.00
Roy	27		1	1	0.00	0.00	0.00	0.00
Santa Fe	71	S171000	6	0	131640.00	0.00	960.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	6A-ACT	6A-EST	6B-ACT	6B-EST
Santa Fe	71	S179907	6	0	131640.00	0.00	300.00	0.00
Santa Fe	71	S090209	6	0	131640.00	0.00	1475.00	0.00
Santa Fe	71	S099902	6	0	131640.00	0.00	1440.00	0.00
Santa Fe	71		6	1	0.00	0.00	0.00	0.00
Silver City	23	S149902	4	0	70000.00	0.00	150.00	0.00
Silver City	23	E090106	4	0	70000.00	0.00	30.00	0.00
Silver City	23	E150700	4	0	70000.00	0.00	30.00	0.00
Silver City	23		4	1	0.00	0.00	0.00	0.00
Texico	13	E150980	1	0	0.00	0.00	333.00	0.00
Texico	13		1	1	0.00	0.00	0.00	0.00
Wagon Mound	45	S140203	1	0	7083.00	0.00	126.00	0.00
Wagon Mound	45	E180500	1	0	7083.00	0.00	422.00	0.00
Wagon Mound	45		1	1	0.00	0.00	0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	7A	7B-ACT	7B-EST	7C-LOC	7C-FF	7C-OT	8A	8B-ACT	8B-EST
Albuquerque	1	S049903	7	0	Y	0.00	3500.00	0	0	100	Y	0.00	0.00
Albuquerque	1	S090211	7	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Albuquerque	1	S140201	7	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Albuquerque	1	E180010	7	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Albuquerque	1	S140301	7	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Albuquerque	1	S172602	7	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Albuquerque	1		7	1		0.00	0.00	0	0	0		0.00	0.00
Aztec	64	S049904	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Aztec	64	E180009	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Aztec	64	S172306	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Aztec	64	E090102	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Aztec	64		4	1		0.00	0.00	0	0	0		0.00	0.00
Bloomfield	66	E090110	4	0		0.00	0.00	0	0	0	Y	0.00	0.00
Bloomfield	66	S010300	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Bloomfield	66	E019900	4	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Bloomfield	66	E150960	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Bloomfield	66		4	1		0.00	0.00	0	0	0		0.00	0.00
Capitan	40	E090103	1	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Capitan	40	E150100	1	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Capitan	40		1	1		0.00	0.00	0	0	0		0.00	0.00
Central	67	E150300	5	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Central	67	S171000	5	0	Y	923.00	0.00	100	0	0	Y	0.00	0.00
Central	67	S140301	5	0	Y	2225.00	0.00	100	0	0	Y	0.00	0.00
Central	67	E090199	5	0	Y	623.00	0.00	100	0	0	Y	0.00	0.00
Central	67		5	1		0.00	0.00	0	0	0		0.00	0.00
Cimarron	8	E180011	1	0	Y	2233.00	0.00	80	0	20	Y	0.00	0.00
Cimarron	8	E180002	1	0	Y	2233.00	0.00	80	0	20	Y	0.00	0.00
Clayton	84	E150980	2	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Clayton	84	S172306	2	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Clayton	84		2	1		0.00	0.00	0	0	0		0.00	0.00
Corona	38	S140200	1	0	N	0.00	0.00	100	0	0	Y	0.00	0.00
Corona	38	S140300	1	0	N	0.00	0.00	100	0	0	Y	0.00	0.00
Corona	38		1	1		0.00	0.00	0	0	0		0.00	0.00
Cuba	62	S170302	2	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Cuba	62	S140301	2	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Cuba	62	E150970	2	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Cuba	62		2	1		0.00	0.00	0	0	0		0.00	0.00
Des Moines	85	E090100	1	0	Y	0.00	0.00	0	0	100	N	0.00	0.00
Des Moines	85	S010100	1	0	Y	0.00	2000.00	0	2	98	Y	0.00	0.00
Des Moines	85		1	1		0.00	0.00	0	0	0		0.00	0.00
Dexter	6	E090104	2	0	Y	0.00	3500.00	20	0	80	Y	0.00	0.00
Dexter	6	S170301	2	0	Y	0.00	7500.00	20	0	80	Y	0.00	0.00
Dexter	6		2	1		0.00	0.00	0	0	0		0.00	0.00
Dora	60	S140201	1	0	Y	0.00	225.00	100	0	0	N	0.00	0.00
Dora	60	E150960	1	0	Y	0.00	225.00	100	0	0	N	0.00	0.00
Dora	60		1	1		0.00	0.00	0	0	0		0.00	0.00
Dulce	54	S090202	2	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Dulce	54	S140700	2	0	N	0.00	0.00	0	0	0	N	0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	7A	7B-ACT	7B-EST	7C-LOC	7C-FF	7C-OT	8A	8B-ACT	8B-EST
Dulce	54		2	1		0.00	0.00	0	0	0		0.00	0.00
Estancia	80	S090205	2	0	Y	2500.00	0.00	0	0	0	Y	0.00	0.00
Estancia	80	S099902	2	0	Y	2500.00	0.00	25	0	75	Y	0.00	0.00
Estancia	80	S090201	2	0	Y	2500.00	0.00	0	0	0	Y	0.00	0.00
Estancia	80	E180004	2	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Estancia	80		2	1		0.00	0.00	0	0	0		0.00	0.00
Eunice	32	E150500	2	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Eunice	32	E180003	2	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Eunice	32	E180009	2	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Eunice	32		2	1		0.00	0.00	0	0	0		0.00	0.00
Farmington	65	S149902	5	0	Y	2500.00	0.00	0	0	100	Y	0.00	0.00
Farmington	65	S170302	5	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Farmington	65	E150600	5	0	Y	2500.00	0.00	0	0	100	Y	0.00	0.00
Farmington	65	S010500	5	0	Y	2500.00	0.00	0	0	100	Y	0.00	0.00
Farmington	65		5	1		0.00	0.00	0	0	0		0.00	0.00
Fort Sumner	16	S010100	1	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Fort Sumner	16		1	1		0.00	0.00	0	0	0		0.00	0.00
Gallup	43	S140700	6	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Gallup	43	S070303	6	0	Y	0.00	15000.00	10	0	90	Y	0.00	0.00
Gallup	43	S170301	6	0	Y	425.00	0.00	0	0	0	Y	0.00	0.00
Gallup	43	S172302	6	0	Y	0.00	200.00	0	0	100	Y	0.00	0.00
Gallup	43		6	1		0.00	0.00	0	0	0		0.00	0.00
Grady	15	E150900	1	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Grady	15	E150200	1	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Grady	15		1	1		0.00	0.00	0	0	0		0.00	0.00
Hagerman	5	E180012	1	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Hagerman	5		1	1		0.00	0.00	0	0	0		0.00	0.00
Hatch	18	E180012	3	0	N	0.00	0.00	0	0	0	Y	0.00	200.00
Hatch	18	E150950	3	0	N	0.00	0.00	100	0	0	Y	100.00	0.00
Hatch	18	S099902	3	0		0.00	0.00	0	0	0	Y	0.00	0.00
Hatch	18	E090107	3	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Hatch	18		3	1		0.00	0.00	0	0	0		0.00	0.00
Jemez Mountain	56	S010300	1	0	Y	800.00	0.00	0	0	0	N	0.00	0.00
Jemez Mountain	56		1	1		0.00	0.00	0	0	0		0.00	0.00
Jemez Valley	63	E180011	3	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Jemez Valley	63	S090201	3	0	Y	800.00	0.00	0	0	0	Y	0.00	0.00
Jemez Valley	63	E180001	3	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Jemez Valley	63		3	1		0.00	0.00	0	0	0		0.00	0.00
Lake Arthur	7	E090102	1	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Lake Arthur	7	E180004	1	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Lake Arthur	7		1	1		0.00	0.00	0	0	0		0.00	0.00
Las Cruces	17	E150950	7	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Las Cruces	17	E090110	7	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Las Cruces	17	S140700	7	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Las Cruces	17	E090108	7	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Las Cruces	17		7	1		0.00	0.00	0	0	0		0.00	0.00
Las Vegas West	68	E180007	3	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Las Vegas West	68	E180006	3	0	N	0.00	0.00	0	0	0	Y	0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	7A	7B-ACT	7B-EST	7C-LOC	7C-FF	7C-OT	8A	8B-ACT	8B-EST
Las Vegas West	68	S140201	3	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Las Vegas West	68	E090199	3	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Las Vegas West	68		3	1		0.00	0.00	0	0	0		0.00	0.00
Logan	51	E019900	1	0	Y	9932.00	0.00	0	0	100	Y	0.00	0.00
Logan	51		1	1		0.00	0.00	0	0	0		0.00	0.00
Lordsburg	29	E090100	2	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Lordsburg	29	E180001	2	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Lordsburg	29		2	1		0.00	0.00	0	0	0		0.00	0.00
Los Alamos	41	E150600	4	0	Y	0.00	16000.00	0	0	100	Y	0.00	0.00
Los Alamos	41	E150000	4	0	Y	0.00	16000.00	0	0	100	Y	0.00	0.00
Los Alamos	41	E180003	4	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Los Alamos	41	E090103	4	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Los Alamos	41		4	1		0.00	0.00	0	0	0		0.00	0.00
Los Lunas	86	E180004	5	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Los Lunas	86	E180007	5	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Los Lunas	86		5	1		0.00	0.00	0	0	0		0.00	0.00
Loving	21	E150700	1	0	N	0.00	0.00	0	0	0	Y	1000.00	0.00
Loving	21		1	1		0.00	0.00	0	0	0		0.00	0.00
Lovington	31	S171300	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Lovington	31	E180005	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Lovington	31	S070303	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Lovington	31	E150200	4	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Lovington	31		4	1		0.00	0.00	0	0	0		0.00	0.00
Maxwell	11	E090107	1	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Maxwell	11	E150000	1	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Maxwell	11		1	1		0.00	0.00	0	0	0		0.00	0.00
Melrose	14	E090105	1	0	Y	0.00	2000.00	50	0	50	Y	0.00	0.00
Melrose	14	E150950	1	0	Y	0.00	2000.00	50	0	50	Y	0.00	0.00
Melrose	14		1	1		0.00	0.00	0	0	0		0.00	0.00
Portales	57	S179901	4	0	Y	0.00	0.00	0	0	0	N	0.00	0.00
Portales	57	E150900	4	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Portales	57	S049902	4	0	Y	2000.00	0.00	100	0	0	Y	0.00	0.00
Portales	57	S090201	4	0	Y	5000.00	0.00	100	0	0	Y	0.00	0.00
Portales	57		4	1		0.00	0.00	0	0	0		0.00	0.00
Quemado	3	E180000	1	0	Y	1669.03	0.00	0	0	100	Y	0.00	0.00
Quemado	3		1	1		0.00	0.00	0	0	0		0.00	0.00
Raton	9	E180000	3	0	Y	0.00	1218.00	0	0	0	Y	0.00	0.00
Raton	9	E090101	3	0	Y	0.00	7665.00	0	0	0	Y	0.00	0.00
Raton	9		1	1		0.00	0.00	0	0	0		0.00	0.00
Roswell	4	S090201	6	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Roswell	4	S070700	6	0	Y	365.00	0.00	100	0	0	N	0.00	0.00
Roswell	4	S079900	6	0		365.00	0.00	0	0	0	N	0.00	0.00
Roswell	4	E990112	6	0		0.00	0.00	0	0	0	N	0.00	0.00
Roswell	4		6	1		0.00	0.00	0	0	0		0.00	0.00
Roy	27	E180005	1	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Roy	27	E180009	1	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Roy	27		1	1		0.00	0.00	0	0	0		0.00	0.00
Santa Fe	71	S171000	6	0	Y	2500.00	0.00	20	0	80	Y	0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	7A	7B-ACT	7B-EST	7C-LOC	7C-FF	7C-OT	8A	8B-ACT	8B-EST
Santa Fe	71	S179907	6	0	Y	2500.00	0.00	20	0	80	Y	0.00	0.00
Santa Fe	71	S090209	6	0	Y	2500.00	0.00	20	0	80	Y	0.00	0.00
Santa Fe	71	S099902	6	0	Y	2500.00	0.00	20	0	80	Y	0.00	0.00
Santa Fe	71		6	1		0.00	0.00	0	0	0		0.00	0.00
Silver City	23	S149902	4	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Silver City	23	E090106	4	0	Y	0.00	0.00	0	0	0	Y	0.00	0.00
Silver City	23	E150700	4	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Silver City	23		4	1		0.00	0.00	0	0	0		0.00	0.00
Texico	13	E150980	1	0	N	0.00	0.00	0	0	0	Y	0.00	0.00
Texico	13		1	1		0.00	0.00	0	0	0		0.00	0.00
Wagon Mound	45	S140203	1	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Wagon Mound	45	E180500	1	0	N	0.00	0.00	0	0	0	N	0.00	0.00
Wagon Mound	45		1	1		0.00	0.00	0	0	0		0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	9A-ACT	9A-EST	9B-ACT	9B-EST	10A
Albuquerque	1	S049903	7	0	143880.00	0.00	0.00	0.00	1300
Albuquerque	1	S090211	7	0	143880.00	0.00	0.00	0.00	1800
Albuquerque	1	S140201	7	0	143880.00	0.00	0.00	27284.00	800
Albuquerque	1	E180010	7	0	143880.00	0.00	0.00	0.00	2700
Albuquerque	1	S140301	7	0	143880.00	0.00	0.00	27284.00	800
Albuquerque	1	S172602	7	0	143880.00	0.00	0.00	0.00	1300
Albuquerque	1		7	1	0.00	0.00	0.00	0.00	0
Aztec	64	S049904	4	0	0.00	12500.00	0.00	100.00	950
Aztec	64	E180009	4	0	0.00	12500.00	0.00	300.00	2500
Aztec	64	S172306	4	0	0.00	12500.00	0.00	200.00	2500
Aztec	64	E090102	4	0	0.00	12500.00	0.00	300.00	950
Aztec	64		4	1	0.00	0.00	0.00	0.00	0
Bloomfield	66	E090110	4	0	0.00	10000.00	0.00	250.00	5000
Bloomfield	66	S010300	4	0	0.00	10000.00	0.00	1000.00	5000
Bloomfield	66	E019900	4	0	0.00	10000.00	0.00	1000.00	5000
Bloomfield	66	E150960	4	0	0.00	10000.00	0.00	2000.00	5000
Bloomfield	66		4	1	0.00	0.00	0.00	0.00	0
Capitan	40	E090103	1	0	4079.00	0.00	600.00	0.00	1054
Capitan	40	E150100	1	0	4079.00	0.00	824.00	0.00	840
Capitan	40		1	1	0.00	0.00	0.00	0.00	0
Central	67	E150300	5	0	15000.00	0.00	0.00	0.00	900
Central	67	S171000	5	0	15000.00	0.00	500.00	0.00	1600
Central	67	S140301	5	0	0.00	15000.00	0.00	1200.00	810
Central	67	E090199	5	0	0.00	15000.00	0.00	500.00	2000
Central	67		5	1	0.00	0.00	0.00	0.00	0
Cimarron	8	E180011	1	0	2333.00	0.00	954.00	0.00	4800
Cimarron	8	E180002	1	0	2333.00	0.00	0.00	739.00	4800
Clayton	84	E150980	2	0	0.00	7500.00	0.00	1250.00	1620
Clayton	84	S172306	2	0	0.00	7500.00	0.00	0.00	3300
Clayton	84		2	1	0.00	0.00	0.00	0.00	0
Corona	38	S140200	1	0	0.00	500.00	0.00	100.00	900
Corona	38	S140300	1	0	0.00	500.00	0.00	100.00	900
Corona	38		1	1	0.00	0.00	0.00	0.00	0
Cuba	62	S170302	2	0	16000.00	0.00	5000.00	0.00	1500
Cuba	62	S140301	2	0	16000.00	0.00	0.00	5000.00	800
Cuba	62	E150970	2	0	16000.00	0.00	5000.00	0.00	800
Cuba	62		2	1	0.00	0.00	0.00	0.00	0
Des Moines	85	E090100	1	0	34000.00	0.00	0.00	0.00	450
Des Moines	85	S010100	1	0	34000.00	0.00	2000.00	0.00	2500
Des Moines	85		1	1	0.00	0.00	0.00	0.00	0
Dexter	6	E090104	2	0	23000.00	0.00	0.00	1500.00	2000
Dexter	6	S170301	2	0	23000.00	0.00	0.00	3400.00	6000
Dexter	6		2	1	0.00	0.00	0.00	0.00	0
Dora	60	S140201	1	0	0.00	1500.00	1800.00	0.00	2000
Dora	60	E150960	1	0	0.00	1500.00	1800.00	0.00	2000
Dora	60		1	1	0.00	0.00	0.00	0.00	0
Dulce	54	S090202	2	0	0.00	0.00	0.00	0.00	0
Dulce	54	S140700	2	0	0.00	0.00	0.00	0.00	0

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	9A-ACT	9A-EST	9B-ACT	9B-EST	10A
Dulce	54		2	1	0.00	0.00	0.00	0.00	0
Estancia	80	S090205	2	0	0.00	3972.00	0.00	63.00	4000
Estancia	80	S099902	2	0	0.00	3972.00	236.00	0.00	4000
Estancia	80	S090201	2	0	0.00	3972.00	72.00	0.00	4000
Estancia	80	E180004	2	0	0.00	3972.00	372.00	0.00	5000
Estancia	80		2	1	0.00	0.00	0.00	0.00	0
Eunice	32	E150500	2	0	4000.00	0.00	0.00	0.00	900
Eunice	32	E180003	2	0	4000.00	0.00	600.00	0.00	4200
Eunice	32	E180009	2	0	4000.00	0.00	600.00	0.00	4200
Eunice	32		2	1	0.00	0.00	0.00	0.00	0
Farmington	65	S149902	5	0	0.00	0.00	0.00	0.00	1200
Farmington	65	S170302	5	0	0.00	53000.00	0.00	0.00	3000
Farmington	65	E150600	5	0	0.00	0.00	0.00	0.00	900
Farmington	65	S010500	5	0	0.00	0.00	0.00	0.00	3969
Farmington	65		5	1	0.00	0.00	0.00	0.00	0
Fort Sumner	16	S010100	1	0	0.00	6000.00	874.00	0.00	2800
Fort Sumner	16		1	1	0.00	0.00	0.00	0.00	0
Gallup	43	S140700	6	0	285000.00	0.00	0.00	0.00	1200
Gallup	43	S070303	6	0	285000.00	0.00	0.00	0.00	1000
Gallup	43	S170301	6	0	285000.00	0.00	0.00	0.00	0
Gallup	43	S172302	6	0	285000.00	0.00	0.00	0.00	2400
Gallup	43		6	1	0.00	0.00	0.00	0.00	0
Grady	15	E150900	1	0	0.00	1500.00	0.00	150.00	270
Grady	15	E150200	1	0	0.00	1500.00	0.00	500.00	270
Grady	15		1	1	0.00	0.00	0.00	0.00	0
Hagerman	5	E180012	1	0	5000.00	0.00	0.00	0.00	2000
Hagerman	5		1	1	0.00	0.00	0.00	0.00	0
Hatch	18	E180012	3	0	100.00	0.00	0.00	100.00	0
Hatch	18	E150950	3	0	100.00	0.00	0.00	0.00	0
Hatch	18	S099902	3	0	100.00	0.00	100.00	0.00	0
Hatch	18	E090107	3	0	100.00	0.00	0.00	0.00	0
Hatch	18		3	1	0.00	0.00	0.00	0.00	0
Jemez Mountain	56	S010300	1	0	5200.00	0.00	0.00	0.00	0
Jemez Mountain	56		1	1	0.00	0.00	0.00	0.00	0
Jemez Valley	63	E180011	3	0	0.00	0.00	300.00	0.00	1200
Jemez Valley	63	S090201	3	0	0.00	0.00	0.00	0.00	2500
Jemez Valley	63	E180001	3	0	0.00	0.00	1200.00	0.00	2000
Jemez Valley	63		3	1	0.00	0.00	0.00	0.00	0
Lake Arthur	7	E090102	1	0	0.00	5000.00	200.00	0.00	0
Lake Arthur	7	E180004	1	0	0.00	5000.00	300.00	0.00	0
Lake Arthur	7		1	1	0.00	0.00	0.00	0.00	0
Las Cruces	17	E150950	7	0	0.00	0.00	0.00	0.00	3600
Las Cruces	17	E090110	7	0	0.00	0.00	0.00	0.00	3680
Las Cruces	17	S140700	7	0	0.00	0.00	0.00	0.00	2800
Las Cruces	17	E090108	7	0	0.00	0.00	0.00	0.00	2280
Las Cruces	17		7	1	0.00	0.00	0.00	0.00	0
Las Vegas West	68	E180007	3	0	0.00	35000.00	0.00	1000.00	800
Las Vegas West	68	E180006	3	0	0.00	35000.00	15000.00	0.00	750

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	9A-ACT	9A-EST	9B-ACT	9B-EST	10A
Las Vegas West	68	S140201	3	0	0.00	35000.00	0.00	20000.00	1200
Las Vegas West	68	E090199	3	0	0.00	35000.00	0.00	1200.00	750
Las Vegas West	68		3	1	0.00	0.00	0.00	0.00	0
Logan	51	E019900	1	0	0.00	10000.00	0.00	500.00	5800
Logan	51		1	1	0.00	0.00	0.00	0.00	0
Lordsburg	29	E090100	2	0	0.00	4700.00	0.00	0.00	2500
Lordsburg	29	E180001	2	0	0.00	4700.00	677.00	0.00	3000
Lordsburg	29		2	1	0.00	0.00	0.00	0.00	0
Los Alamos	41	E150600	4	0	0.00	0.00	100.00	0.00	1152
Los Alamos	41	E150000	4	0	0.00	0.00	0.00	500.00	1900
Los Alamos	41	E180003	4	0	0.00	0.00	0.00	100.00	5400
Los Alamos	41	E090103	4	0	0.00	0.00	0.00	600.00	648
Los Alamos	41		4	1	0.00	0.00	0.00	0.00	0
Los Lunas	86	E180004	5	0	0.00	0.00	0.00	0.00	1200
Los Lunas	86	E180007	5	0	0.00	0.00	0.00	0.00	1200
Los Lunas	86		5	1	0.00	0.00	0.00	0.00	0
Loving	21	E150700	1	0	500.00	0.00	1500.00	0.00	800
Loving	21		1	1	0.00	0.00	0.00	0.00	0
Lovington	31	S171300	4	0	28000.00	0.00	0.00	0.00	0
Lovington	31	E180005	4	0	28000.00	0.00	150.00	0.00	1000
Lovington	31	S070303	4	0	28000.00	0.00	0.00	0.00	0
Lovington	31	E150200	4	0	28000.00	0.00	100.00	0.00	1520
Lovington	31		4	1	0.00	0.00	0.00	0.00	0
Maxwell	11	E090107	1	0	0.00	0.00	0.00	0.00	0
Maxwell	11	E150000	1	0	0.00	0.00	0.00	0.00	0
Maxwell	11		1	1	0.00	0.00	0.00	0.00	0
Melrose	14	E090105	1	0	17000.00	0.00	1000.00	0.00	1200
Melrose	14	E150950	1	0	17000.00	0.00	1000.00	0.00	1200
Melrose	14		1	1	0.00	0.00	0.00	0.00	0
Portales	57	S179901	4	0	0.00	0.00	0.00	0.00	0
Portales	57	E150900	4	0	0.00	0.00	2500.00	0.00	800
Portales	57	S049902	4	0	0.00	0.00	500.00	0.00	500
Portales	57	S090201	4	0	0.00	0.00	2000.00	0.00	1500
Portales	57		4	1	0.00	0.00	0.00	0.00	0
Quemado	3	E180000	1	0	0.00	3100.00	0.00	400.00	3848
Quemado	3		1	1	0.00	0.00	0.00	0.00	0
Raton	9	E180000	3	0	6286.00	0.00	0.00	0.00	2612
Raton	9	E090101	3	0	6286.00	0.00	0.00	0.00	1991
Raton	9		1	1	0.00	0.00	0.00	0.00	0
Roswell	4	S090201	6	0	0.00	15000.00	0.00	0.00	0
Roswell	4	S070700	6	0	0.00	15000.00	0.00	0.00	0
Roswell	4	S079900	6	0	0.00	15000.00	0.00	0.00	0
Roswell	4	E990112	6	0	0.00	15000.00	0.00	0.00	0
Roswell	4		6	1	0.00	0.00	0.00	0.00	0
Roy	27	E180005	1	0	0.00	8000.00	0.00	0.00	600
Roy	27	E180009	1	0	0.00	8000.00	0.00	0.00	600
Roy	27		1	1	0.00	0.00	0.00	0.00	0
Santa Fe	71	S171000	6	0	0.00	128500.00	0.00	200.00	2800

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR USOE	SIZE	PART2	9A-ACT	9A-EST	9B-ACT	9B-EST	10A
Santa Fe	71 S179907	6	0	0.00	128500.00	0.00	400.00	1000
Santa Fe	71 S090209	6	0	0.00	128500.00	0.00	200.00	0
Santa Fe	71 S099902	6	0	0.00	128500.00	0.00	400.00	1200
Santa Fe	71	6	1	0.00	0.00	0.00	0.00	0
Silver City	23 S149902	4	0	0.00	0.00	0.00	0.00	837
Silver City	23 E090106	4	0	0.00	0.00	0.00	0.00	792
Silver City	23 E150700	4	0	0.00	0.00	0.00	0.00	837
Silver City	23	4	1	0.00	0.00	0.00	0.00	0
Texico	13 E150980	1	0	8000.00	0.00	1500.00	0.00	826
Texico	13	1	1	0.00	0.00	0.00	0.00	0
Wagon Mound	45 S140203	1	0	0.00	2000.00	0.00	500.00	1104
Wagon Mound	45 E180500	1	0	0.00	2000.00	0.00	0.00	4212
Wagon Mound	45	1	1	0.00	0.00	0.00	0.00	0
*** Total ***								204622

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	11A-ACT	11A-EST	11B-ACT	11B-EST	11C-LO	11C-FF	11C-CF	11C-OT
Albuquerque	1	S049903	7	0	121540.00	0.00	0.00	0.00	0	0	0	0
Albuquerque	1	S090211	7	0	121540.00	0.00	0.00	0.00	0	0	0	0
Albuquerque	1	S140201	7	0	121540.00	0.00	0.00	0.00	0	0	0	0
Albuquerque	1	E180010	7	0	121540.00	0.00	0.00	0.00	0	0	0	0
Albuquerque	1	S140301	7	0	121540.00	0.00	9095.00	0.00	0	0	100	0
Albuquerque	1	S172602	7	0	121540.00	0.00	0.00	0.00	0	0	0	0
Albuquerque	1		7	1	0.00	0.00	0.00	0.00	0	0	0	0
Aztec	64	S049904	4	0	0.00	20000.00	0.00	0.00	0	0	0	0
Aztec	64	E180009	4	0	0.00	20000.00	0.00	0.00	0	0	0	0
Aztec	64	S172306	4	0	0.00	20000.00	0.00	0.00	0	0	0	0
Aztec	64	E090102	4	0	0.00	20000.00	0.00	0.00	0	0	0	0
Aztec	64		4	1	0.00	0.00	0.00	0.00	0	0	0	0
Bloomfield	66	E090110	4	0	0.00	140000.00	0.00	0.00	100	0	0	0
Bloomfield	66	S010300	4	0	0.00	140000.00	11.00	0.00	100	0	0	0
Bloomfield	66	E019900	4	0	0.00	140000.00	56.00	0.00	0	0	0	0
Bloomfield	66	E150960	4	0	0.00	140000.00	0.00	0.00	47	0	58	0
Bloomfield	66		4	1	0.00	0.00	0.00	0.00	0	0	0	0
Capitan	40	E090103	1	0	5534.00	0.00	0.00	0.00	100	0	0	0
Capitan	40	E150100	1	0	8500.00	0.00	219.00	0.00	100	0	0	0
Capitan	40		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Central	67	E150300	5	0	0.00	50000.00	167.00	0.00	100	0	0	0
Central	67	S171000	5	0	0.00	50000.00	986.00	0.00	0	0	0	0
Central	67	S140301	5	0	0.00	50000.00	2320.00	0.00	100	0	0	0
Central	67	E090199	5	0	0.00	0.00	0.00	0.00	0	0	0	0
Central	67		5	1	0.00	0.00	0.00	0.00	0	0	0	0
Cimarron	8	E180011	1	0	27576.00	0.00	1256.00	0.00	29	0	71	0
Cimarron	8	E180002	1	0	27576.00	0.00	1146.00	0.00	29	0	71	0
Clayton	84	E150980	2	0	0.00	35285.83	0.00	0.00	0	0	0	0
Clayton	84	S172306	2	0	0.00	35285.83	0.00	0.00	0	0	0	0
Clayton	84		2	1	0.00	0.00	0.00	0.00	0	0	0	0
Corona	38	S140200	1	0	0.00	5000.00	1600.00	0.00	50	0	0	50
Corona	38	S140300	1	0	0.00	5000.00	1600.00	0.00	50	0	0	50
Corona	38		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Cuba	62	S170302	2	0	0.00	40000.00	237.00	0.00	0	0	0	0
Cuba	62	S140301	2	0	0.00	40000.00	0.00	0.00	0	0	0	0
Cuba	62	E150970	2	0	0.00	40000.00	556.00	0.00	100	0	0	0
Cuba	62		2	1	0.00	0.00	0.00	0.00	0	0	0	0
Des Moines	85	E090100	1	0	0.00	0.00	0.00	0.00	100	0	0	0
Des Moines	85	S010100	1	0	0.00	0.00	42.00	0.00	50	0	50	0
Des Moines	85		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Dexter	6	E090104	2	0	0.00	20000.00	42.00	0.00	100	0	0	0
Dexter	6	S170301	2	0	0.00	20000.00	267.00	0.00	90	10	0	0
Dexter	6		2	1	0.00	0.00	0.00	0.00	0	0	0	0
Dora	60	S140201	1	0	0.00	400.00	473.00	0.00	25	0	75	0
Dora	60	E150960	1	0	0.00	400.00	473.00	0.00	50	0	50	0
Dora	60		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Dulce	54	S090202	2	0	300.00	0.00	300.00	0.00	0	0	0	0
Dulce	54	S140700	2	0	250.00	0.00	300.00	0.00	0	0	0	0

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	11A-ACT	11A-EST	11B-ACT	11B-EST	11C-LO	11C-FF	11C-CF	11C-OT
Dulce	54		2	1	0.00	0.00	0.00	0.00	0	0	0	0
Estancia	80	S090205	2	0	0.00	7523.00	0.00	0.00	0	0	0	0
Estancia	80	S099902	2	0	0.00	7523.00	0.00	0.00	0	0	0	0
Estancia	80	S090201	2	0	0.00	7523.00	0.00	0.00	0	0	0	0
Estancia	80	E180004	2	0	0.00	7523.00	0.00	0.00	0	0	0	0
Estancia	80		2	1	0.00	0.00	0.00	0.00	0	0	0	0
Eunice	32	E150500	2	0	24378.00	0.00	0.00	0.00	0	0	100	0
Eunice	32	E180003	2	0	24378.00	0.00	4245.00	0.00	0	0	100	0
Eunice	32	E180009	2	0	24378.00	0.00	2123.00	0.00	0	0	0	0
Eunice	32		2	1	0.00	0.00	0.00	0.00	0	0	0	0
Farmington	65	S149902	5	0	0.00	80000.00	460.00	0.00	0	0	0	0
Farmington	65	S170302	5	0	0.00	80000.00	0.00	0.00	0	0	0	0
Farmington	65	E150600	5	0	0.00	80000.00	0.00	0.00	0	0	0	0
Farmington	65	S010500	5	0	0.00	80000.00	0.00	0.00	0	0	0	100
Farmington	65		5	1	0.00	0.00	0.00	0.00	0	0	0	0
Fort Sumner	16	S010100	1	0	0.00	3700.00	1613.00	0.00	0	0	0	0
Fort Sumner	16		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Gallup	43	S140700	6	0	55139.00	0.00	149.00	0.00	2	0	0	98
Gallup	43	S070303	6	0	55139.00	0.00	0.00	1333.00	100	0	0	(
Gallup	43	S170301	6	0	55139.00	0.00	157.00	0.00	100	0	0	0
Gallup	43	S172302	6	0	55139.00	0.00	2833.00	0.00	100	0	0	0
Gallup	43		6	1	0.00	0.00	0.00	0.00	0	0	0	0
Grady	15	E150900	1	0	10565.00	0.00	45.00	0.00	100	0	0	0
Grady	15	E150200	1	0	10565.00	0.00	45.00	0.00	100	0	0	0
Grady	15		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Hagerman	5	E180012	1	0	8000.00	0.00	18.00	0.00	100	0	0	0
Hagerman	5		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Hatch	18	E180012	3	0	0.00	300.00	0.00	833.00	100	0	0	0
Hatch	18	E150950	3	0	0.00	300.00	0.00	0.00	0	0	0	0
Hatch	18	S099902	3	0	0.00	300.00	167.00	0.00	0	0	0	0
Hatch	18	E090107	3	0	0.00	300.00	250.00	0.00	0	0	0	0
Hatch	18		3	1	0.00	0.00	0.00	0.00	0	0	0	0
Jemez Mountain	56	S010300	1	0	100000.00	0.00	2222.00	0.00	0	0	0	0
Jemez Mountain	56		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Jemez Valley	63	E180011	3	0	0.00	0.00	63.00	0.00	0	0	0	0
Jemez Valley	63	S090201	3	0	0.00	0.00	41.00	0.00	0	0	0	100
Jemez Valley	63	E180001	3	0	0.00	0.00	126.00	0.00	0	0	0	0
Jemez Valley	63		3	1	0.00	0.00	0.00	0.00	0	0	0	0
Lake Arthur	7	E090102	1	0	0.00	2000.00	200.00	0.00	100	0	0	0
Lake Arthur	7	E180004	1	0	0.00	2000.00	300.00	0.00	100	0	0	0
Lake Arthur	7		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Las Cruces	17	E150950	7	0	0.00	0.00	0.00	0.00	0	0	0	0
Las Cruces	17	E090110	7	0	0.00	0.00	732.00	0.00	42	0	58	0
Las Cruces	17	S140700	7	0	0.00	0.00	0.00	0.00	0	0	0	(
Las Cruces	17	E090108	7	0	0.00	0.00	63.00	0.00	100	0	0	0
Las Cruces	17		7	1	0.00	0.00	0.00	0.00	0	0	0	0
Las Vegas West	68	E180007	3	0	0.00	0.00	200.00	0.00	0	0	0	0
Las Vegas West	68	E180006	3	0	0.00	0.00	0.00	0.00	0	0	0	0

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	11A-ACT	11A-EST	11B-ACT	11B-EST	11C-LO	11C-FF	11C-CF	11C-OT
Las Vegas West	68	S140201	3	0	0.00	0.00	0.00	0.00	0	0	0	0
Las Vegas West	68	E090199	3	0	0.00	0.00	62.00	0.00	0	0	0	0
Las Vegas West	68		3	1	0.00	0.00	0.00	0.00	0	0	0	0
Logan	51	E019900	1	0	0.00	10000.00	0.00	0.00	0	0	0	0
Logan	51		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Lordsburg	29	E090100	2	0	0.00	44000.00	0.00	0.00	0	0	0	0
Lordsburg	29	E180001	2	0	0.00	44000.00	136.00	0.00	100	0	0	0
Lordsburg	29		2	1	0.00	0.00	0.00	0.00	0	0	0	0
Los Alamos	41	E150600	4	0	0.00	44000.00	0.00	500.00	0	0	0	100
Los Alamos	41	E150000	4	0	0.00	44000.00	0.00	5000.00	0	0	0	100
Los Alamos	41	E180003	4	0	0.00	44000.00	4160.00	0.00	28	0	0	72
Los Alamos	41	E090103	4	0	0.00	44000.00	0.00	500.00	100	0	0	0
Los Alamos	41		4	1	0.00	0.00	0.00	0.00	0	0	0	0
Los Lunas	86	E180004	5	0	0.00	0.00	0.00	0.00	0	0	0	0
Los Lunas	86	E180007	5	0	0.00	0.00	0.00	0.00	0	0	0	0
Los Lunas	86		5	1	0.00	0.00	0.00	0.00	0	0	0	0
Loving	21	E150700	1	0	150.00	0.00	500.00	0.00	100	0	0	0
Loving	21		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Lovington	31	S171300	4	0	180000.00	0.00	0.00	0.00	0	0	0	0
Lovington	31	E180005	4	0	180000.00	0.00	89.00	0.00	0	0	0	0
Lovington	31	S070303	4	0	180000.00	0.00	0.00	0.00	0	0	0	0
Lovington	31	E150200	4	0	180000.00	0.00	5000.00	0.00	0	0	0	0
Lovington	31		4	1	0.00	0.00	0.00	0.00	0	0	0	0
Maxwell	11	E090107	1	0	0.00	4797.00	543.92	0.00	100	0	0	0
Maxwell	11	E150000	1	0	0.00	300.00	1316.00	0.00	100	0	0	0
Maxwell	11		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Melrose	14	E090105	1	0	0.00	20000.00	0.00	0.00	50	0	50	0
Melrose	14	E150950	1	0	0.00	20000.00	436.00	).00	50	0	50	0
Melrose	14		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Portales	57	S179901	4	0	0.00	0.00	0.00	0.00	0	0	0	0
Portales	57	E150900	4	0	0.00	0.00	0.00	0.00	0	0	0	0
Portales	57	S049902	4	0	0.00	0.00	0.00	0.00	0	0	0	0
Portales	57	S090201	4	0	0.00	0.00	0.00	0.00	0	0	0	0
Portales	57		4	1	0.00	0.00	0.00	0.00	0	0	0	0
Quemado	3	E180000	1	0	0.00	4467.00	0.00	494.00	100	0	0	0
Quemado	3		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Raton	9	E180000	3	0	0.00	23750.00	0.00	750.00	0	0	0	0
Raton	9	E090101	3	0	0.00	23750.00	0.00	1250.00	0	0	0	0
Raton	9		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Roswell	4	S090201	6	0	0.00	125000.00	247.00	0.00	0	0	0	0
Roswell	4	S070700	6	0	0.00	125000.00	0.00	0.00	0	0	0	0
Roswell	4	S079900	6	0	0.00	125000.00	0.00	0.00	0	0	0	0
Roswell	4	E990112	6	0	0.00	125000.00	0.00	0.00	0	0	0	0
Roswell	4		6	1	0.00	0.00	0.00	0.00	0	0	0	0
Roy	27	E180005	1	0	0.00	600.00	42.00	0.00	100	0	0	0
Roy	27	E180009	1	0	0.00	600.00	42.00	0.00	0	0	0	0
Roy	27		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Santa Fe	71	S171000	6	0	0.00	200000.00	4031.00	0.00	0	0	0	100

STATE OF NEW MEXICO
ALL DATA
P A R T 1
REPORT

SCHOOL DISTRICT	NR	USOE	SIZE	PART2	11A-ACT	11A-EST	11B-ACT	11B-EST	11C-LO	11C-FF	11C-CF	11C-OT
Santa Fe	71	S179907	6	0	0.00	200000.00	200.00	0.00	0	0	100	0
Santa Fe	71	S090209	6	0	0.00	200000.00	1685.00	0.00	0	0	100	0
Sante Fe	71	S099902	6	0	0.00	200000.00	0.00	0.00	0	0	100	0
Santa Fe	71		6	1	0.00	0.00	0.00	0.00	0	0	0	0
Silver City	23	S149902	4	0	48000.00	0.00	27.00	0.00	0	0	0	0
Silver City	23	E090106	4	0	48000.00	0.00	1000.00	0.00	0	0	0	100
Silver City	23	E150700	4	0	0.00	0.00	86.00	0.00	0	0	0	0
Silver City	23		4	1	0.00	0.00	0.00	0.00	0	0	0	0
Texico	13	E150980	1	0	45000.00	0.00	365.00	0.00	100	0	0	0
Texico	13		1	1	0.00	0.00	0.00	0.00	0	0	0	0
Wagon Mound	45	S140203	1	0	13400.00	0.00	2257.00	0.00	0	0	0	0
Wagon Mound	45	E180500	1	0	13400.00	0.00	0.00	0.00	0	0	0	0
Wagon Mound	45		1	1	0.00	0.00	0.00	0.00	0	0	0	0

STATE OF NEW MEXICO
ALL DATA
P A R T 2
REPORT

SCHOOL DISTRICT	NR	SIZE	PART2	12A	12B	13A	13B-ACT	13B-EST	14A	14B-ACT	14B-EST
Albuquerque	1	7	1	Y	0	Y	0.00	0.00	Y	0.00	54.00
Aztec	64	4	1	N	0	N	0.00	0.00	Y	130.00	0.00
Bloomfield	66	4	1	Y	1	N	0.00	0.00	Y	737.00	0.00
Capitan	40	1	1	N	0	Y	0.00	0.00	N	0.00	0.00
Central	67	5	1	N	0	Y	0.00	0.00	Y	0.00	0.00
Clayton	84	2	1	N	0	Y	0.00	0.00	N	0.00	0.00
Corona	38	1	1	N	0	Y	0.00	0.00	N	0.00	0.00
Cuba	62	2	1	N	0	Y	0.00	0.00	N	0.00	0.00
Des Moines	85	1	1	Y	1	Y	0.00	0.00	Y	400.00	0.00
Dexter	6	2	1	N	0	Y	0.00	0.00	Y	0.00	500.00
Dora	60	1	1	N	0	N	0.00	0.00	N	0.00	0.00
Dulce	54	2	1	N	0	N	0.00	0.00	N	0.00	0.00
Estancia	80	2	1	N	0	Y	0.00	0.00	Y	0.00	0.00
Eunice	32	2	1	N	0	Y	0.00	0.00		0.00	0.00
Farmington	65	5	1	N	0	Y	0.00	0.00	N	0.00	0.00
Fort Sumner	16	1	1	N	0	Y	0.00	0.00	Y	653.00	0.00
Gallup	43	6	1	N	0	N	0.00	0.00	Y	0.00	200.00
Grady	15	1	1	N	0	Y	0.00	0.00	N	0.00	0.00
Hagerman	5	1	1	Y	2	Y	0.00	0.00	N	0.00	0.00
Hatch	18	3	1		0		0.00	0.00		0.00	0.00
Jemez Mountain	56	1	1	N	0	N	0.00	0.00	N	0.00	0.00
Jemez Valley	63	3	1	N	0	N	0.00	0.00	N	0.00	0.00
Lake Arthur	7	1	1	N	0	Y	0.00	0.00	N	0.00	0.00
Las Cruces	17	7	1	Y	2	Y	0.00	0.00	N	0.00	0.00
Las Vegas West	68	3	1	N	0	Y	0.00	0.00	Y	0.00	1000.00
Logan	51	1	1	N	0	N	0.00	0.00	Y	0.00	1000.00
Lordsburg	29	2	1	N	0	N	0.00	0.00	N	0.00	0.00
Los Alamos	41	4	1	N	0	N	0.00	0.00	Y	0.00	1000.00
Los Lunas	86	5	1	N	0	N	0.00	0.00	N	0.00	0.00
Loving	21	1	1	N	0	Y	1200.00	0.00	N	0.00	0.00
Lovington	31	4	1	N	0	Y	0.00	0.00	Y	300.00	0.00
Maxwell	11	1	1	N	0	N	0.00	0.00	N	0.00	0.00
Melrose	14	1	1	N	0	N	0.00	0.00	N	0.00	0.00
Portales	57	4	1	N	0	N	0.00	0.00	N	0.00	0.00
Quemado	3	1	1	N	0	Y	0.00	0.00	N	0.00	0.00
Raton	9	1	1	N	0	Y	0.00	0.00	N	0.00	0.00
Roswell	4	6	1	Y	3	N	0.00	0.00	N	0.00	0.00
Roy	27	1	1	Y	1	Y	0.00	0.00	Y	0.00	6000.00
Santa Fe	71	6	1	Y	2	Y	0.00	0.00	N	0.00	0.00
Silver City	23	4	1	N	0	N	0.00	0.00	Y	300.00	0.00
Texico	13	1	1	Y	3	Y	50.00	0.00	N	0.00	0.00
Wagon Mound	45	1	1	Y	2	N	0.00	0.00	N	0.00	0.00

STATE OF NEW MEXICO
ALL DATA
P A R T 2
REPORT

SCHOOL DISTRICT	NR	SIZE	PART2	15A MW	15A W	15A S	15A B	15A MB	15B MF	15B F	15B S	15B M	15B MM	15C ML	15C L	15C S	15C M	15C MM	15D Y	15D N	15E Y	15E NS	15E N
Albuquerque	1	7	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0
Aztec	64	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bloomfield	66	4	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0
Capitan	40	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0
Central	67	5	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0
Clayton	84	2	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0
Corona	38	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0
Cuba	62	2	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0
Des Moines	85	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1
Dexter	6	2	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0
Dora	60	1	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0
Dulce	54	2	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0
Estancia	80	2	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1
Eunice	32	2	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0
Farmington	65	5	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0
Fort Sumner	16	1	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1
Gallup	43	6	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0
Grady	15	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0
Hagerman	5	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0
Hatch	18	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jemez Mountain	56	1	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0
Jemez Valley	63	3	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0
Lake Arthur	7	1	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0
Las Cruces	17	7	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	0
Las Vegas West	68	3	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0
Logan	51	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0
Lordsburg	29	2	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0
Los Alamos	41	4	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0
Los Lunas	86	5	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	0
Loving	21	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lovington	31	4	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	1	0
Maxwell	11	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0
Melrose	14	1	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0
Portales	57	4	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0
Quemado	3	1	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0
Raton	9	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0
Roswell	4	6	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0
Roy	27	1	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0
Santa Fe	71	6	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0
Silver City	23	4	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0
Texico	13	1	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0
Wagon Mound	45	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0

APPENDIX E

USOE CODES

AGRICULTURE

EXPLORATORY

01.9900	Agriculture, Other

SKILL DEVELOPMENT

01.9902	Agricultural Cooperative
01.0300	Agricultural Mechanics
01.0500	Ornamental Horticulture
01.0100	Agriculture Production

BUSINESS AND MARKETING

USE THE FOLLOWING MARKETING EDUCATION CODES TO COMPLETE COLUMN 17 ON THE OCCUPATIONAL ENROLLMENT FORM:

04.0100	Advertising and Visual Merchandising Services
04.0200	Apparel and Accessories
04.0300	Automotive
04.0400	Finance and Credit Services
04.0500	Floristry
04.0600	Food Marketing
04.0700	Food Services
04.0800	General Merchandise
04.0900	Hardware, Building Maintenance
04.1000	Home Furnishings
04.1100	Hotel and Lodging
04.1500	Personal Services
04.1600	Petroleum
04.1800	Recreation Tourism
04.2000	Retail Trade, Other
04.3100	Wholesale Trade, Other
04.9903	Small Business Management
04.9904	General Occupational Cooperative

BUSINESS AND MARKETING (continued)

BUSINESS (Exploratory)

15.0000	Typing I/Keyboarding I
15.0100	Typing II/Keyboarding II
15.0150	Typing III/Keyboarding III
15.0200	Intro to Occupations/General Business
15.0300	Shorthand I/Notetaking I
15.0400	Shorthand II/Notetaking II
15.0500	Accounting I
15.0600	Accounting II
15.0700	Business Law
15.0750	Business Analysis
15.0800	Business English
15.0850	Business Communications
15.0900	Consumer/Business Math
15.0950	Business Machines
15.0960	Record Keeping
15.0970	Word Processing
15.0980	Computer Awareness/Literacy
15.0990	Business Computer Applications

BUSINESS AND MARKETING (Skill Development)

04.9902	Marketing Education
14.0200	Office Data Processing
14.0201	Office Computer Applications
14.0203	Office Computer Programming
14.0300	Office Ed. Clerk (Junior Office Proc., Intensive Clerical)
14.0301	Office Ed. Word Proc.
14.0400	Graphics Communication/Desktop Publishing
14.0700	Office Procedures/Automated Office
14.9902	Office Ed. Cooperative

HEALTH OCCUPATIONS

EXPLORATORY

99.0051	Exploratory Health Occupations

SKILL DEVELOPMENT

07.0101	Dental Assistant
07.0302	Licensed Practical Nurse
07.0303	Nursing Assist/Aide
07.0700	Health Assistant
07.9903	Health Occupations Cooperative
07.9900	Health, Other

HOME ECONOMICS

EXPLORATORY

09.0100	Family Living/Independent Living
09.0101	General Home Economics (Junior High)
09.0102	Child Development, Parenting, Child Care
09.0103	Textiles and Clothing
09.0104	Consumer Education
09.0105	Family Health
09.0106	Family Relations
09.0107	Nutrition and Foods
09.0108	Computer, Home & Personal Management
09.0109	Housing, Home Furnishings, Interior Design, and Environments
09.0110	Food Science
09.0199	Other Homemaking

SKILL DEVELOPMENT

09.0201	Child Care Occupations
09.0202	Clothing, Production
09.0203	Food Service Occupations

(continued)

SKILL DEVELOPMENT (continued)

09.0204	Home Furnishings, Equipment, and Services
09.0205	Institutional and Home Management
09.0206	Fashion Merchandising
09.0208	Home Health Aide
09.0209	Hospitality Education
09.0211	Applied Design Occupations
09.9902	Home Economics Cooperative (HERO Core)

INDUSTRIAL TECHNOLOGY

EXPLORATORY

18.0000	General Industrial
18.0001	General Construction
18.0002	General Manufacturing
18.0003	Power Mechanics
18.0004	Woodworking
18.0005	Drafting
18.0006	Graphic Arts
18.0007	Electricity/Electronics
18.0009	Metalworking
18.0010	Plastics
18.0011	General Communications
18.0012	General Transportation
18.0500	Elementary Industrial Arts

APPLIED TECHNOLOGIES

EXPLORATORY

16.0840	Applied Biology/Chemistry
16.0841	Applied Communications
16.0842	Applied Mathematics
16.0850	Principles of Technology

TRADES AND INDUSTRY

SKILL DEVELOPMENT

17.0301	Auto Body
17.0302	Auto Mechanics
17.1000	Building Trades
17.1004	Masonry
17.1300	Drafting/Computer Assisted Drafting
17.1500	Electronic Occupations
17.1503	Radio and Television Repair
17.1900	Graphic Arts/Graphic and Printing Communications
17.2301	Silversmithing
17.2302	Machine Shop
17.2306	Welding
17.2602	Cosmetology
17.3601	Cabinetmaking/Millwork
17.9907	Industrial Cooperative Training (ICT)
17.9901	Trades and Industry (other)

OTHER AREAS

EXPLORATORY

99.0112	Vocational Core (Special Needs)
99.0050	Career Education
99.0051	Exploratory Health Occupations

REFERENCES

Alexander, K. (1969). The implications of the dimensions of educational need for school financing. In R. L. Johns, K. Alexander, & R. Rossmiller (Eds.), *Dimensions of educational need* (pp. 207-225). Gainesville FL: National Education Finance Project.

Alternative Programs for Financing Education. (1971). Gainesville FL: National Education Finance Project.

Baca, L. R. (1985, June 17). *Vocational education expenditure, 1981-1984*. Unpublished draft memorandum. Office of Education, Department of Finance and Administration, State of New Mexico.

Chambers, J. (1990, September). The costs of operating urban career-oriented secondary programs. In V. Mitchell, C. S. Benson, & E. S. Russell, *Exemplary urban career-oriented secondary school programs* (rev ed.) (pp. 195-247). Berkeley CA: National Center for Research in Vocational Education.

Clinton's school-to-work bill builds on existing programs. (1993). *Vocational Training News*, 24(40), 1-6.

Cohn, E. (1972). *The economics of education*. Lexington MA: Heath.

Coons, J. E., Clune, W. H., III, & Sugarman, S. D. (1970). *Private wealth and public education*. Cambridge: Belknap Press.

Educational standards for New Mexico schools. (1990). Santa Fe: State Department of Education. (State Board of Education Regulation No. 90-2).

Garcia, J. O. (1976). *Cost analysis of bilingual, special, and vocational public school programs in New Mexico*. Unpublished doctoral dissertation, University of New Mexico.

Garcia, J. P., Jr. (1976). *Cost analysis of early childhood and basic elementary and secondary public school programs in New mexico*. Unpublished doctoral dissertation, University of New Mexico.

Gold, S. D., Smith, D. M., Lawton, S. B., & Hyary, A. C. (1992). *Public school finance programs of the United States and Canada, 1990-1991*. Albany NY: State University of New York and the American Education Finance Association.

Governor's Council on Vocational and Career Education. (1990, November). *What price quality? Vocational funding...the formula...the reality...the vision*. Juneau AL: Author

Hecht, J. B. (1990, April). *Are costs related to effects in cost-effect analysis?* Paper presented at the annual meeting of the American Educational Research Association, Boston. (ERIC document ED 317 621).

Hoachlander, E. G. (1989, October). *National data needs for vocational education.* Berkeley CA: National Center for Research in Vocational Education. (ERIC document ED 314 641)

Huxel, L. L. (1973). *A computer-based simulation model for public school finance in New Mexico.* Unpublished doctoral dissertation, University of New Mexico.

Johns, R. L., Alexander, K., & Jordan, K. F. (Eds.). (1971). *Planning to finance education.* Gainesville FL: National Education Finance Project.

Jordan, K. F., & Lyons, T.S. (1992). *Financing education in an era of change.* Bloomington IN: Phi Delta Kappa.

Lindman, E. L., & Berchin, A. (1971). Financing Vocational Education in public schools. In R. L. Johns, K. Alexander, and K. F. Jordan (Eds.), *Planning to Finance Education.* Gainesville FL: National Education Finance Project.

Lindman, E. L., & Kurth, E. L. (1969). Dimensions of need for vocational education. In R. L. Johns, K. Alexander, & R. Rossmiller (Eds.). *Dimensions of educational need* (pp. 123-153). Gainesville FL: National Education Finance Project.

Mitchell, V., Benson, C. S., & Russell, E. S. (1990, September). *Exemplary urban career-oriented secondary school programs.* Berkeley: National Center for Research in Vocational Education.

Morrison, H. C. (1930). *School revue.* Chicago: University of Chicago Press.

Mort, Paul. (1924). *The measurement of educational need.* New York: Teachers College, Columbia University.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform.* Washington DC: U. S. Government Printing Office.

New Mexico certification requirements. (1983, January). Santa Fe: State Department of Education.

New Mexico public school finance statistics fiscal years 1990-91 actual, 1991-1992 estimated. (1991). Santa Fe: State Department of Education.

New Mexico's Education System for Employability. (1992, January). Santa Fe: Vocational-Technical and Adult Education Division, New Mexico State Department of Education.

Pogrow, S., & Swift, D. (1977). New Mexico school finance revisited: The politics of revising a weighted-pupil formula. *Journal of Education Finance, 3,* 114-123.

Rossmiller, R. A. (1971). Resource configurations and costs in educational programs for exceptional children. In R. L. Johns, K. Alexander, and K. F. Jordan (Eds.), *Planning to finance education.* Gainesville FL: National Education Finance Project.

Source book for licensure. (1988, November). Santa Fe: State Department of Education.

Strayer, G., & Haig, R. (1923). *Financing the education of the State of New York.* New York: Macmillan.

Tennessee School Finance Equity Study. (1980). *Relative costs of programs of education.* Nashville: Tennessee State Department of Education.

The changing role of vocational-technical education in the United States. (1993, August). *Centerwork,* 4(2), 1,3.

Updegraph, H. (1922). *Rural school survey of New York states' financial support.* Ithaca: Author.

USOE Codes for Secondary Vocational-Technical Programs. (1992, September). Santa Fe: New Mexico State Department of Education.